U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Language Resource Centers

CFDA # 84.229A

PR/Award # P229A180011

Gramts.gov Tracking#: GRANT12659756

OMB No. , Expiration Date:

<u>Closing Date: Jun 25, 2018</u>

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Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
06/25/2018	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Trustees of Indiana University

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
356001673	0060467000000

d. Address:

* Street1: 509 E. Third Street
  Street2:
* City: Bloomington
  County/Parish: Monroe
* State: IN: Indiana
  Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 47401-3654

e. Organizational Unit:

Department Name:	Division Name:
CeLCAR	SGIS

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mr.	* First Name: Steven
Middle Name: Allen	
* Last Name: Martin	
Suffix:	

Title: Associate VP for Research Administration

Organizational Affiliation:

Indiana University

* Telephone Number: 812-855-0516	Fax Number:

* Email: rugs@indiana.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.229

CFDA Title:

Language Resource Centers

* 12. Funding Opportunity Number:

ED-GRANTS-052418-001

* Title:

Office of Postsecondary Education (OPE): Language Resource Centers Program CFDA Number 84.229A

13. Competition Identification Number:

84-229A2018-1

Title:

Language Resource Centers 84.229A

14. Areas Affected by Project (Cities, Counties, States, etc.):

| | Add Attachment | Delete Attachment | View Attachment |

* 15. Descriptive Title of Applicant's Project:

Title VI Language Resource Center: Center for Languages of the Central Asian Region

Attach supporting documents as specified in agency instructions.

| Add Attachments | Delete Attachments | View Attachments |

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant IN-009

* b. Program/Project IN-009

Attach an additional list of Program/Project Congressional Districts if needed.

| | Add Attachment | Delete Attachment | View Attachment |

17. Proposed Project:

* a. Start Date: 08/15/2018

* b. End Date: 08/14/2022

18. Estimated Funding ($):

* a. Federal	204,926.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	204,926.00

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on [   ].

☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

☐ Yes   ☒ No

If "Yes", provide explanation and attach

| | Add Attachment | Delete Attachment | View Attachment |

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	Mr.
* First Name:	Steven
Middle Name:	Allen
* Last Name:	Martin
Suffix:	

* Title: Associate VP for Research Administration

* Telephone Number: 812-855-0516

Fax Number: 812-855-9943

* Email: rugs@indiana.edu

* Signature of Authorized Representative: Ava Bair

* Date Signed: 06/25/2018

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

Name of Institution/Organization

Trustees of Indiana University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	132,939.00	131,657.00	120,798.00	115,944.00		501,338.00
2. Fringe Benefits	37,517.00	38,738.00	35,785.00	35,436.00		147,476.00
3. Travel	9,625.00	9,625.00	9,625.00	9,625.00		38,500.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	250.00	250.00	250.00	250.00		1,000.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	9,415.00	15,857.00	29,500.00	35,058.00		89,830.00
9. Total Direct Costs (lines 1-8)	189,746.00	196,127.00	195,958.00	196,313.00		778,144.00
10. Indirect Costs*	15,180.00	15,690.00	15,677.00	15,705.00		62,252.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	204,926.00	211,817.00	211,635.00	212,018.00		840,396.00

*Indirect Cost Information *(To Be Completed by Your Business Office):*

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1)   Do you have an Indirect Cost Rate Agreement approved by the Federal government?   ☒ Yes   ☐ No

(2)   If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015   To: 06/30/2019   (mm/dd/yyyy)

Approving Federal agency: ☐ ED   ☒ Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is   32.00 %.

(3)   If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?   ☐ Yes   ☐ No   If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4)   If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes   ☐ No   If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5)   For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement?   Or, ☒ Complies with 34 CFR 76.564(c)(2)?   The Restricted Indirect Cost Rate is   8.00 %.

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Trustees of Indiana University		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00		0.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00		0.00
10. Indirect Costs	0.00	0.00	0.00	0.00		0.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation

Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Ava Bair	Associate VP for Research Administration
APPLICANT ORGANIZATION	DATE SUBMITTED
Trustees of Indiana University	06/25/2018

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DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

1. * Type of Federal Action:	2. * Status of Federal Action:	3. * Report Type:
☐ a. contract ☒ b. grant ☐ c. cooperative agreement ☐ d. loan ☐ e. loan guarantee ☐ f. loan insurance	☐ a. bid/offer/application ☒ b. initial award ☐ c. post-award	☒ a. initial filing ☐ b. material change

4. Name and Address of Reporting Entity:

☒ Prime ☐ SubAwardee

* Name: n/a

* Street 1: n/a   Street 2:

* City: n/a   State: IN: Indiana   Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

n/a

7. * Federal Program Name/Description:

Language Resource Centers

CFDA Number, *if applicable:* 84.229

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: n/a   Middle Name:

* Last Name: n/a   Suffix:

* Street 1:   Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: n/a   Middle Name:

* Last Name: n/a   Suffix:

* Street 1:   Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* Signature: Ava Bair

*Name: Prefix: Mr.   * First Name: Steven   Middle Name: Allen

* Last Name: Martin   Suffix:

Title: Associate VP for Research Administration   Telephone No.: 812-855-0516   Date: 06/25/2018

Federal Use Only:

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

| 1241-CeLCAR_GEPA_final.pdf | | Add Attachment | Delete Attachment | View Attachment |

Plan for Ensuring Equity of Access and Participation in Grant Activities
General Education Provisions Act (GEPA) Section 427

The fundamental principles of academic freedom, equality of opportunity, and human dignity are at the core of Indiana University's mission. These values are embodied in the university's firm commitment to provide a learning and working environment that is free from invidious discrimination in all its forms. These principles extend across all the University's practices and programs and to its engagement with the American society as a whole.

Indiana University Bloomington is a culturally rich and ethnically diverse campus, which strives to be fully inclusive with all faculty, staff, students, and visitors. Furthermore, IU Bloomington not only received an award in 2017 for excellence in diversity from the National Association of Diversity Officers in Higher Education, but also was honored for the third year in a row with the Higher Education Excellence in Diversity Award.

Support for a diverse faculty and student climate is diligently advocated through the numerous program offerings, offices and services available to the University community. The Office of Diversity, Equity, and Multicultural Affairs oversees a vast range of university-wide programs, services, and activities for underrepresented students, faculty, and staff. These programs include the Hudson & Holland Scholars Program, which recruits and supports high-achieving students from underrepresented populations, and the Groups Scholars Program, which supports, retains, and increases the graduation rates of first-generation, low-income, and disabled students. The Faculty and Staff for Student Excellence Mentoring Program provides faculty, staff, and peer mentors for students from underrepresented minorities. The Office of Mentoring Services and Leadership Development supports the personal, academic, social, cultural, leadership, and professional development of students, with special emphasis in working on behalf of underrepresented or minority populations. Disability Services for Students specializes in assisting students with physical, learning, and temporary disabilities, including resources for veterans with service-connected disabilities. ADA@IU ensures that all aspects of Indiana University provide equal access to students, faculty, and staff with or without disabilities in compliance with the Americans with Disabilities Act (ADA). In compliance with the ADA, all Indiana University programs and facilities are accessible to the disabled, and the university provides alternative accommodations for students and staff as needed. Gender-inclusive bathrooms are available in all Residence Halls, prayer rooms are available for Muslim students and staff, and lactation rooms are available for nursing mothers. IU offers training workshops on Diversity in the Workplace, which is required for all administrators and supervisors, Americans with Disabilities (ADA) Compliance Issues, Equal Opportunity Employment and Affirmative Action, and Preventing Sexual Harassment. The campus works diligently to live up to its mission by creating a fully accessible and non-discriminatory environment for learning and working.

The Center for Languages of the Central Asian Region (CeLCAR) adheres to these principles and makes every effort to assure equal access to and participation in its programs by all persons regardless of arbitrary and discriminatory considerations of age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. The CeLCAR is proud to hold activities in the Eigenmann Hall Building, which is fully handicapped accessible, and the Center's website is designed to be ADA compliant. Many of the outreach projects described in this application will serve traditionally underserved populations. Programmatic and employment advertising and marketing includes information to assure accessibility for, and the diversity of, participants and applicants.

We proactively strive to maximize inclusivity by complying with the following practices:

1. All individuals who would like to participate in the CeLCAR events will not be turned away from attendance for any economic reason, nor for any other reason that would relate to the six types of barriers that could obstruct access to our programming.
2. All programming will be respectful of issues of gender, race, national origins, color, disability, or age in order to meet the needs of all audience members.
3. Specific needs of attendees at events will be accommodated through visual, auditory, and physical needs.
4. Timely notification of events will be updated and available to all various interested community to enable participation in our endeavors on a regular basis.
5. The CeLCAR will also host events outside of campus to reach other communities in Indiana and with MSI partners out-of-state for a broader audience.

The CeLCAR and Indiana University are committed to diversity in all aspects. As reaffirmed by the Bloomington Faculty Council's Statement on Diversity in 2017:

"Diversity is a central component of our academic mission at Indiana University Bloomington; our teaching, learning, scholarship, research, and creativity are immeasurably enriched by students, faculty, and staff with diverse experiences. We at Indiana University Bloomington understand diversity as the experiences, values, practices, and worldviews stemming from varied cultures and circumstances (including, but not limited to, those from historically underrepresented groups). Furthermore, in our educational mission to enrich understandings of community, citizenship, nationhood, and global relationships, we also believe it is important to recognize and remedy historic imbalances in allocation of resources to teaching, research, service, and campus culture. In doing so, we strive to teach our students to value the inclusion of people from groups that experience discrimination and underrepresentation and, ultimately, to respect, explore, and celebrate differences. This endeavor prepares our students to participate in national and global communities that require them to embrace and understand differences in order to foster fruitful relationships. Indiana University Bloomington's educational mission and its status as an international institution mandate the centrality of diversity to our campus."

IU has reinforced these values by implementing the following policies with procedures to ensure the protection of all members of the University community:

ACA-32, Academic Freedom: Academic freedom, accompanied by responsibility, attaches to all aspects of a teacher's and librarian's professional conduct. The teacher and librarian shall have full freedom of investigation, subject to adequate fulfillment of other academic duties. No limitation shall be placed upon the teacher's and librarian's freedom of exposition of the subject in the classroom, or library, or on the expression of it outside. The teacher or librarian should recognize that a professional position in the community involves the obligation to be accurate, to exercise appropriate restraint, and to show respect for the right of others to express their views.

ACA-59, Accommodation for Religious Observances: IU respects the right of all students to observe their religious holidays. Accordingly, course directors are to make reasonable accommodation, upon request, for such observances. It is the responsibility of the students involved to notify their course directors in a timely manner concerning their need for such accommodation.

UA-02, Americans with Disabilities Act (ADA) Policy: The Americans with Disabilities Act (ADA), the Indiana Civil Rights Act, and Indiana University policy prohibit discrimination in employment and educational programs against qualified individuals with disabilities. University websites must be accessible so that students, prospective students, employees, guests and visitors with disabilities have equivalent access to the information and functionality provided to individuals without disabilities. It is the policy of Indiana University to provide reasonable accommodations or academic adjustments when

necessary. These accommodations and adjustments must be made in a timely manner and on an individualized and flexible basis.

UA-07, Anti-Trafficking Policy: Indiana University has a zero tolerance policy on trafficking in persons. Forms of trafficking includes the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion, for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery. It also includes sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age.

ACA-33, Code of Academic Ethics: The central functions of an academic community are learning, teaching, and scholarship. They must be characterized by reasoned discourse, intellectual honesty, mutual respect, and openness to constructive change. By accepting membership in this community, an individual neither surrenders rights nor escapes fundamental responsibilities as a citizen, but acquires additional rights as well as responsibilities to the entire University community. They do not require the individual to be passive and silent. They do require recognition of how easily an academic community can be violated.

HR-08-10, Compliance Training (Joint procedure effort among the offices of Affirmative Action, University Human Resources, Office of Insurance, Loss Control & Claims, and Environmental Health and Safety): The goal of compliance training is to ensure that all Indiana University employees are afforded the protection of employment laws, regulations, and policies, and in so doing, ensure fairness and equality in the workplace.

UA-01, Non-Discrimination/Equal Opportunity/Affirmative Action: Indiana University pledges itself to continue its commitment (policy first established in 1969) to the achievement of equal opportunity within the University and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status.

HR-11-50, Provisions for Lactating Mothers: The policy provisions are to support mothers who want to express breast milk at work. This policy is also intended to comply with a related Indiana Code. Departments are to provide a location, to the extent reasonably possible, where an employee can express breast milk in private. Departments are to ensure, to the extent reasonably possible, the availability of cold storage space.

UA-03, Sex Misconduct: Indiana University prohibits discrimination on the basis of sex or gender in its educational programs and activities. Discrimination on the basis of sex or gender is also prohibited by federal laws, including Title VII and Title IX. This policy governs the University's response to discrimination based on sex or gender, and all forms of sexual misconduct (which includes sexual harassment, sexual assault, other forms of sexual violence, dating violence, domestic violence, sexual exploitation and stalking. Such behaviors are against the law and are unacceptable behaviors under Indiana University policy.

HR-02-130, Statement on Fair Treatment in the Workplace (CWA, Local 7430): The Indiana University administration, all employees, and the CWA pledge to promote a work environment based on mutual trust and respect for the dignity of every member of the university community. As a community, we are committed to opposing and constraining behavior that detracts from the ability of each employee to perform at his/her highest level and to fulfill the educational mission of the university.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Trustees of Indiana University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr.   * First Name: Steven   Middle Name: Allen

* Last Name: Martin   Suffix:

* Title: Associate VP for Research Administration

* SIGNATURE: Ava Bair   * DATE: 06/25/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
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oozcelik@indiana.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes   ☐ No   ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes   ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes   Provide Exemption(s) #:   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

☐ No   Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)

- Research issues, hypotheses and questions being addressed

- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: | 1242-Abstract_2018_final_ABSOLUTE.pdf | Add Attachment   Delete Attachment   View Attachment

Proposal Abstract

CeLCAR's mission is to foster knowledge of Central Asian (CA) languages and cultures. Central Asia, including Afghanistan, Northwest Pakistan, Mongolia, the six independent, formerly Soviet, republics of Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan, as well as Xinjiang and Tibet (both autonomous regions of the People's Republic of China), is central to America's strategic interests. Indeed, *all* of the 14 languages addressed in our proposal are LCTLs (CPP1) and on the U.S. Department of Education's list of strategic languages.

Founded in 2002, CeLCAR has already assisted U.S. language learners by pioneering research on CA language acquisition and teaching methodology, publishing acclaimed peer-reviewed textbooks, creating interactive online learning courses, developing proficiency guidelines and tests, designing numerous mobile language learning apps, leading teacher training workshops and seminars, and hosting an academically competitive conference.

For the coming four-year cycle, we will build on our previous work, and expand our range of language learning materials and proficiency tests in new CA languages, including three new introductory textbooks in Azerbaijani, Balochi, and Kurdish (Kurmanji), four intermediate textbooks in Kazakh, Kirghiz, Kurdish (Kurmanji), and Mongolian, and two advanced textbooks in Dari and Pashto; creating Kurdish (Kurmanji), Dari, and Pashto heritage learning materials, a content-based advanced Uyghur reader, and a Turkic bridging textbook; developing five new proficiency guidelines with associated tests in Azerbaijani, Balochi, Dari, Kurdish (Kurmanji), and Tibetan; and creating three new introductory online courses in Kurdish (Kurmanji), Tajiki, and Tibetan, four intermediate online courses in Kurdish (Kurmanji), Mongolian, Uyghur, and Uzbek, and two advanced online courses in Dari and Pashto.

To increase our impact and expand outreach, we will also collaborate significantly with three community colleges and one minority serving institution (CPP2) to bring CA language courses to traditionally underrepresented language learning audiences. We will also continue disseminating information on CA languages through our full-color informational pamphlets, and a new bi-weekly podcast on CA languages: *On the Silkroad with CeLCAR*.

We also plan two major research projects: a project researching acquisition of CA languages and another on innovative and effective teaching methods for CA languages. Both of these projects will be led by internationally renowned second language acquisition specialists.

CeLCAR will also increase the number of highly qualified teachers and effective instructional materials through several professional development opportunities, such as developing a hybrid teacher-training workshop and leading summer workshops for LCTL language instructors in collaboration with IU's Center for Language Excellence.

Additionally, CeLCAR will make significant contributions to the field through hosting our bi-annual international academic Conference on Central Asian Languages and Linguistics (ConCALL) and publishing the proceedings of the conference.

Through all these means, CeLCAR will help America speak the languages of Central Asia, and by so doing, allow our country to cooperate more effectively with the region.

Project Narrative File(s)

* Mandatory Project Narrative File Filename: | 1240-Project Narrative - Final.pdf |

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LANGUAGE RESOURCE CENTER

FOR THE CENTER FOR LANGUAGES OF

THE CENTRAL ASIAN REGION (CELCAR)

Under Title VI of the Higher Education Act (1965)

INDIANA UNIVERSITY

PROPOSAL FOR 2018-2022

Project Director:

Öner Özçelik

June 19, 2018

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Appendices

      A. Curricula Vitae of Key Personnel and Professional Staff
      B. Position Descriptions for Proposed Personnel for the Project
      C. Letters of Support
      D. Performance Measure Form

INTRODUCTION

Since the dissolution of the Soviet Union in 1991, the languages of the Central Asian region have become central for US strategic interests. This pivotal role was further highlighted by the events of September 11, 2001. Driven by the need to confront al-Qaeda, the Taliban, and other violent, extremist movements in the region, the United States undertook massive military and civilian buildups to strengthen allied governments and project power in the region. Centered on Afghanistan and the adjacent regions of Pakistan, US interests have also been urgently drawn to the issues of energy resources and narcotics trafficking, and Islamic and nationalist movements in the neighboring Central Asian regions of China and the old Soviet empire. Given the ever-changing political alliances in the region, the region's strategic location between two major world powers, China and Russia, its use as recruitment bases for radical Islamist groups throughout the world, and its complex net of ethnicities and cultures that only rarely follow neat international boundaries - as illustrated by the ongoing US alliance with Kurmanji Kurdish speakers in Syria in the war against ISIS - the languages of the whole Central Asian region will retain exceptional strategic importance for the foreseeable future.

Since 2002, when Indiana University (IU) established the Center for Languages of the Central Asian Region (CeLCAR) with financial support from the Department of Education's (DoE) Title VI program, the center's goal has remained to enhance the nation's capacity for teaching and learning the languages of Central Asia (hereafter CA), including Azerbaijani, Dari, Kazakh, Kirghiz, Mongolian, Pashto, Tajiki, Tibetan, Uyghur, Uzbek, Turkmen, and as of this cycle, Balochi and Kurdish (Kurmanji). CA languages have traditionally been underrepresented in the language offerings of US universities, with the notable exception of IU. If offered, courses had to rely on grammar-based materials, full of drill and repeat exercises with little or no multimedia.

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CeLCAR has addressed this need by creating high quality language textbooks based on modern language teaching methodologies for numerous CA languages. While developing classroom-based learning materials will retain a central role in our plan for the 2018-2022 grant cycle, CeLCAR will expand the outreach of language materials to address (i) a tremendous demand for instructional delivery methods beyond traditional university settings, heavily influenced by continued US engagement in the region, (ii) a need for interactive mobile learning apps, based on a new generation of CA language students accustomed to interactive supplemental learning tools, and (iii) initiatives from the DoE to widen the pipeline for learners through open access materials in the studying of CA languages in community colleges and minority serving institutions.

IU is the ideal location for CeLCAR, because it has been a pioneer in the field of CA Studies since 1956, when the Department of Central Eurasian Studies (CEUS) (formerly Department of Uralic and Altaic Studies) was founded, a status later strengthened by the establishment of the Inner Asian and Uralic National Resource Center (IAUNRC) (formerly Uralic and Altaic Language and Area Center) in 1962. IU's strength in CA language study was further enhanced by the establishment of the Turkish/Turkic Flagship Center in 2012, because many of the CA languages are Turkic in origin and are easier to learn having studied Turkish, which itself originated in CA. These three units, plus CeLCAR, boast distinguished faculty specialists who conduct research and teach about the people, languages, and cultures in an area stretching from Turkey to Afghanistan and on to Xinjiang and Tibet in China and Mongolia. With academic course offerings devoted to the study of these regions' cultures, history, language, literatures, and socio-political systems, IU is the nation's premier institution conferring Master's and PhD degrees in Central Eurasian Studies, and as of 2014, the nation's sole independent undergraduate degree granting unit with its own faculty dedicated to Central Eurasia.

This proposal will concentrate on the CA region, comprising of Afghanistan, Pakistan's Northwest Frontier, the six independent, formerly Soviet, republics of Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan; the Uyghur Autonomous Region of Xinjiang, the Tibet Autonomous Region (both in the People's Republic of China), Mongolia, as well as, to a lesser extent, Turkey and Iran, which are ethnically and linguistically linked to the CA region, where the great majority of languages are either Turkic or Iranian. Today, Afghanistan, and CA more broadly, including the Iranian and Turkic speaking areas of the Near East (including various countries with Kurdish speakers), remain at the center stage of US national security and a theater of military actions, as well as being home to important energy resources for the world; therefore, CeLCAR's mission as a national language resource center to establish and strengthen the US's capacity to teach and learn CA languages is more vital than ever in order to facilitate the nation's ability to arrive at effective analysis and policy formation resulting from a deep understanding of the region's cultures, societies, histories, and, especially, its languages.

1. PLAN OF OPERATION

1.A Center Design. Since its inception in 2002, CeLCAR has made a tremendous impact on the field of CA language learning by taking CA language pedagogy from the traditional grammar-based or audio-lingual approaches toward the more interactive communicative method, emphasizing productive skills, particularly speaking, as much as receptive ones (reading and listening). This approach is critical to our overall project design and has been built into all of the textbooks and modules created by CeLCAR developers, thus establishing a new baseline for quality instruction in Dari, Kazakh, Kirghiz, Mongolian, Pashto, Tajiki, Tibetan, Turkmen, Uzbek, and Uyghur languages. In cases where satisfactory materials do not yet exist, as with introductory Azerbaijani, Balochi, and Kurdish (Kurmanji); intermediate Kazakh, Kurdish (Kurmanji), Kirghiz,

and Mongolian, CeLCAR will develop them in the coming four years. Specific projects will be discussed in more detail in Part 1.D Projects, Goals, Resources.

1.B Management Plan

1.B.1 Organizational Structure. CeLCAR is housed as an independent unit within the School of Global and International Studies (SGIS) at Indiana University. CeLCAR is directed by a recently tenured CEUS faculty member who also serves as an adjunct faculty member in Second Language Studies (SLS), is a well-known researcher in second language acquisition (SLA) and CA language teaching, and has administrative experience directing language programs. The Director also serves as the Center's Chief Applied Linguist, resulting in effective use of resources.

Other key staff personnel include the Assistant Director, the Language Instructional Specialist (LIS), and the Information and Communication Technology Specialist (ICT), along with several quality, experienced, native speaking materials developers. Additionally, SLS faculty provide professional linguistic supervision, including directions to the Coordinator of the CA Language Acquisition and Teaching Research projects and Coordinator of the Proficiency Testing Project (PTP), who are both world-ranking researchers in SLA and language teaching and assessment. These will all be discussed in more detail in Part 2: Quality of Key Personnel.

1.B.2 Language Project Teams. Each materials development project has a Language Project Team (LPT), headed by the language developer, supported by the center's LIS and ICT Specialist, and overseen by the center Director, an experienced Applied Linguist. LPTs for priority languages during this grant cycle include: Azerbaijani, Balochi, Dari, Kazakh, Kurdish (Kurmanji), Kirghiz, Mongolian, Pashto, Tajiki, Tibetan, Turkmen, Uzbek, and Uyghur.

Additionally, due to its location at IU, CeLCAR has a unique advantage to adapt to emerging US strategic priorities through our access to CEUS's permanent and visiting language instructors

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and graduate students (many of whom are speakers of CA languages). Furthermore, each year, CEUS brings graduate students, visiting scholars and Fulbright Foreign Language Teaching Assistants (FLTAs). The FLTAs help teach their respective languages, such as Kazakh, Kirghiz, Mongolian, and Uzbek, and are often assigned to dedicate a percentage of their duties at CeLCAR. This constant flow of new CA speakers and professionals and subsequent collaboration efforts benefits our materials with the regular contribution of authentic materials (pictures, video recordings, etc.), an exclusively invaluable experience given the amount of time and resources required if one had to fund foreign travel in order to collect these materials. This flexibility is further enhanced by CeLCAR's strong working relationships with internationally known linguists and language pedagogy specialists in the US and CA giving us the "language readiness" to address changing language needs. Finally, US and international instructors in eight to eleven CA languages are brought each summer to IU's Summer Language Workshop (SLW), an enormous institutional commitment on the part of IU, where they work with our LPT and PTP teams to deepen and broaden our empirically based proficiency standards and the inventory of our authentic language samples. These instructors form a largely unique resource not replicated elsewhere in the US.

1.B.3 Language Instructional Specialist (LIS). CeLCAR's Language Instructional Specialist (LIS) plays a crucial role in operations, serving as the Director's primary assistant in professional and pedagogical operations, just as the Assistant Director is in administrative and budgetary matters. The LIS ensures that all CeLCAR products are pedagogically sophisticated, accessible to and culturally appropriate for an American audience, and yoked to appropriately designed technological platforms, as well as being a crucial member of each LPT.

1.B.4 ICT Specialist. CeLCAR's Information and Communications Technology (ICT) Specialist assists the Director, LIS, and materials developers by programming and supporting

graphic design, web design, software development, creating, editing, and formatting audio-visual material and mobile apps to enhance learner experience and incorporating them into CeLCAR products. The ICT specialist also manages the various databases including the all-important archive of authentic material, collected over sixteen years from many CA countries.

1.B.5 Advisory Boards The center's administrators are advised by a Local and a National Advisory Board who review the status of center projects on a regular basis (see section 2.D).

1.C Objectives. Since its founding in 2002, CeLCAR's mission has been to improve the teaching and learning of the languages and cultures of CA. As the nation's only LRC devoted solely to the languages of this vital area, CeLCAR meets the nation's critical need for accessible and reliable language tools usable in CA. CeLCAR focuses on materials development in both paper, web, and mobile app formats, using the most effective, communicative, proficiency-oriented methodologies. All of CeLCAR's products are available either free or at cost to US higher education institutions as well as US government agencies, NGOs, etc. In addition, CeLCAR carries out research on new methodologies of teaching these languages and offers training to instructors of languages where the demand is particularly intense.

Cooperation with other NRC's and LRC's has been part of CeLCAR's operations from the beginning. IU's IAUNRC and the Center for the Study of the Middle East (CSME) support various CeLCAR activities, e.g. by contributing to developer salaries and CeLCAR's Conference on Central Asian Languages and Linguistics (ConCALL), and professional development workshops. Additionally, CeLCAR collaborates with the National Heritage Language Resource Center (NHLRC) at UCLA on the development and evaluation of our Afghan and Kurdish heritage language materials and the University of Wisconsin-Madison's Center for Russia, East Europe, and Central Asia (CREECA), which partially supports the FTE of our Kazakh materials developer.

In the 2018-2022 grant period, CeLCAR is committed to meeting the following goals and objectives (adapted from Sec. 669.3):

1. *Research and disseminate* empirically based methods for teaching and learning foreign languages more effectively and integrating technology with pedagogical research.

2. *Develop and disseminate* new materials for teaching foreign languages, using peer-reviewed academic presses in doing so, and reflecting the results of recently published research, including our own research on effective teaching strategies.

3. *Develop, apply, and disseminate* performance testing to be used as a standard and comparable measurement of skill levels in foreign languages.

4. *Train and certify* teachers in the use of CeLCAR print and online materials, particularly in areas of urgent national need, as well as in the use of effective language teaching strategies.

5. *Serve* the nation through creating "language readiness" by supplying accurate and accessible information and instructional materials on the less commonly taught languages (LCTLs) of the CA region from the level of inquirer to advanced learner.

6. *Develop and disseminate* new language and culture materials for training K-12 teachers and mobile learning apps for K-12 aged language learners.

7. *Operate* professional development seminars and assist CEUS and IAUNRC in operating and improving IU's intensive national summer program (Summer Language Workshop) with a focus on CA languages, as well as providing workshops as part of ConCALL.

1.D Projects, Goals and Resources. The following sections list the specific projects that CeLCAR proposes to pursue within the four-year grant period to meet the goals and objectives identified in the Announcement for this competition (refer to Parts 6, 7 and 8 of this proposal for greater detail on the products that will emanate from these projects) as well as the project

personnel, center resources, and specific outcomes for each project (see Appendix D for more information).

1.D.1 Research in Teaching CA Languages (Goals 1, 5). We will have two general research projects for this cycle, one focusing on the acquisition of CA languages and the other on the teaching of CA languages. These projects will be jointly headed by CeLCAR's Director and two leading researchers in IU's SLS Department, and their findings will be submitted to peer-reviewed journals and conferences. Furthermore, the materials we develop will actively reflect the conclusions drawn from the combined results of these two projects.

1.D.1.a Research on the acquisition of CA languages. CA languages have certain structural properties that make them particularly difficult to acquire by English-speaking learners, such as head-final word order in the case of Turkic (e.g. Azerbaijani, Kazakh, Kirghiz, Uyghur, Uzbek) and Mongolic languages (e.g. Mongolian), resulting in sentences having Subject-Object-Verb (SOV) word order (as opposed to SVO in English), and postpositions (instead of prepositions). This situation is further complicated in Iranian languages (e.g. Dari, Kurdish, Pashto, Tajiki) which, unlike the majority of languages of the world, have an interesting dichotomy of being head-final at the sentential level, yet behave like head-initial languages with respect to noun phrases and prepositional phrases in certain contexts, making them highly marked in comparison to English (and potentially more difficult to learn). Likewise, phonological features such as vowel harmony are distinctive characteristics of Turkic and Mongolic languages uncommon in other languages of the world, and are highly challenging for English-speaking learners of these languages, in many cases functioning as the primary cause for foreign accent (see e.g. Özçelik & Sprouse's 2017 paper in *Second Language Research*). Similarly, various Iranian languages, such as Kurdish and Pashto demonstrate a unique form of ergativity (whereby the subject of an intransitive verb behaves like

the object of a transitive verb), called split-ergativity. The acquisition of this structure has implications for language teaching theories in general. As such, rigorous research will be conducted to find more effective teaching methods geared towards teaching these specific structural characteristics of CA languages to English-speaking learners.

In the first stage of this research project, CeLCAR will determine the constructions that pose the greatest challenges for learners and find effective and innovative ways of teaching them, as has been done in our previous research on phonology, on which preliminary findings have already been published in high impact journals in SLA (Özçelik & Sprouse, 2017, *Second Language Research*; Özçelik, 2018, *Language Acquisition*), contributing to our knowledge of language learning not just in CA languages, but also informing language acquisition/learning theory in general, thanks to their unique structural characteristics not extant in European languages.

In this cycle, we will continue to contribute to this scientific knowledge (with impact reaching beyond CA languages) by not only focusing on additional constructions in CA languages, but also examining (i) effects of orthography and (ii) role of extensive reading on student learning, both of which are recently undergoing intense study in SLA and will benefit from the unique insight of CA languages. This is primarily because CA languages that are structurally very similar often use completely different alphabet systems (as with the use of Cyrillic by speakers of Tajiki vs. Perso-Arabic script for Dari; Latin alphabet for Uzbek vs. Arabic script for Uyghur, etc.), meaning that data from CA languages can help disentangle effects of potentially confounding variables, an effect not as easily achievable with European languages (see Özçelik & Sprouse's 2016 'Deep Orthography Hypothesis' for preliminary insight into the importance of the issue). This empirical research will be conducted under the supervision of Professor Rex A. Sprouse (SLS) in collaboration with CeLCAR's Director Öner Özçelik and a graduate hourly.

1.D.1.b Research on the teaching of CA languages. As informed partially by the research project described above, we plan to conduct empirical research that will have direct implications for our instructional design, both in preparing language teaching materials (see section 1.D.2) and teacher training workshops.

Although previous research has demonstrated that (comprehensible) input is necessary for foreign language acquisition and contended that other forms of presentation, such as explicit rules, are not as effective as authentic input (see e.g. Input Hypothesis, Krashen 1981), recent research indicates that more than input is needed for adult learners, and shows that explicit focus on language can be beneficial for language learning. Long (1991), for example, demonstrated that meaning-focused activities with 'focus on form' are essential, and DeKeyser (2003, 2007), one of our national advisory board members, maintained that in many cases explicit learning results in implicit knowledge and internalization through practice, e.g. via interactive language use.

The debate on 'focus on form' has recently concentrated on more nuanced questions; whereas some research has argued that explicit focus on form is more effective than implicit (Norris and Ortega 2000), others have demonstrated that explicit focus is especially advantageous for more complex structures (Spada and Tomita 2010), a finding that may have wide-reaching implications for CA languages, in which a great majority of structures are maximally different from English, thereby rendering a greater number of more complex constructions, given the Full Transfer/Full Access Hypothesis (Schwartz & Sprouse 1996, *Second Language Research*). This may suggest even greater explicit focus on form for CA languages, a question yet to be investigated. In fact, with respect to the role of feedback and corrections at least, and for learners of languages like Turkish, recent research by Yilmaz (e.g. 2013, *Applied Linguistics*; 2016, *Studies in Second Language Acquisition*), a member of our Local Advisory Board, found that explicit

corrective feedback (oral or computer-mediated) is more effective than implicit corrective feedback. As such, we will work with Prof. Yilmaz and a graduate hourly to conduct experiments with respect to what topics and structures should be covered with explicit vs. implicit instruction and what kind of student errors should be treated with explicit vs. implicit corrective feedback.

The research project detailed in 1.D.1.a, the acquisition research led by Prof. Sprouse, will inform the research on the language learning and teaching led by Prof. Yilmaz in 1.D.1.b, resulting in an efficient use of resources.

1.D.2 Materials Development Projects (Goals 2, 5): At the core of CeLCAR's activities lies high-quality, innovative language textbook preparation, using teams of native-speaker materials developers and specialists, all with advanced degrees in language education, applied linguistics, or CA area studies and trained at CeLCAR in new language teaching methodologies.

To date, CeLCAR has completed high-quality textbooks for introductory Dari, Pashto, Tajiki, Uyghur, and Uzbek, as well as intermediate Dari, Pashto, Uyghur, and Uzbek, all of which have been published after peer review, while a number of additional textbooks are available in various draft forms or are waiting for external peer-review (introductory Kazakh, Kirghiz, Mongolian, Tibetan, and Turkmen). We also have online language courses in various CA languages, Dari and Pashto Heritage textbooks, as well as script workbooks, survival phrasebooks, and language and culture guides in Dari and Pashto designed for military audiences. However, there remain several major CA languages for which there are no high-quality classroom teaching materials. For this reason, in this cycle, CeLCAR will develop introductory Azerbaijani, Balochi, and Kurdish (Kurmanji); Intermediate Kazakh, Kurdish (Kurmanji), Kirghiz, and Mongolian, a content-based Uyghur reader, and heritage materials in Dari, Kurdish (Kurmanji), and Pashto, as well as online language courses in Introductory Kurdish (Kurmanji), Tajiki, and Tibetan;

Intermediate Kurdish, Mongolian, Uyghur, and Uzbek, and Advanced Dari and Pashto. In addition, for the first time, we will develop a bridging textbook, from Turkish (SW Turkic) to Azerbaijani (SW Turkic), Kirghiz (NW Turkic) and Uyghur (SE Turkic), based on CeLCAR's previous research on the acquisition of and bridging between related Turkic languages conducted in the 2014-2018 cycle. This will allow learners who have previously studied Turkish to achieve a higher proficiency in the target Turkic language in a shorter amount of time.

1.D.2.a Textbooks. CeLCAR has fine-tuned a highly effective multi-stage textbook development procedure, one that has continuously been improved over the past sixteen years.

First, the Director appoints the LPT leader and assigns the team members. The LPT conducts an initial analysis, including researching current publications, examining proficiency guidelines (or in their absence, considering linguistic and grammatical elements needed to achieve the proficiency levels according to the level of the textbook, as defined by ACTFL, IRL, and/or CEFR), and finally creating and distributing a survey to determine the instructional needs of the instructors and potential language students.

Using the analysis findings, the LPT creates a Scope and Sequence based on the proficiency expectations and learning objectives needed to help learners meet their proficiency goals. The Scope and Sequence is the outline the language developer and LIS use to develop the rest of the book. Once a solid first draft is completed, it is printed in-house at CeLCAR for testing in the language classroom. Most often, this piloting occurs in IU's SLW or CEUS classes; however, these drafts have occasionally been tested at other institutions as well. Mid-course and post-course, formative evaluation surveys are given to instructors and students for providing feedback on the draft, which is incorporated into an updated draft. The draft is then converted from a plain document with minimal pictures in Microsoft Word to Adobe InDesign, where the ICT Specialist

works with the LIS to apply the principles of Keller's ARCS Model of Motivational Design (attention, relevance, confidence, and satisfaction) (Keller, 1987) to create an accessible and engaging textbook filled with purposeful visual aids and authentic pictures.

After final development and revisions have been completed, CeLCAR submits the final draft to Georgetown University Press (GUP), which conducts an external evaluation/peer-review of the materials. Once CeLCAR incorporates feedback provided by external reviewers and GUP editors, the completed draft is printed, publicized, and distributed through GUP. Each textbook is designed for use over a typical university academic year, though sufficient flexibility is incorporated to allow for use in other settings and for self-study.

In this grant cycle, we plan to continue this established textbook development procedure for preparing three introductory texts: Azerbaijani, Balochi, Kurdish (Kurmanji), four intermediate texts: Kazakh, Kurdish (Kurmanji), Kirghiz, and Mongolian, three heritage texts: Kurdish (Kurmanji), advanced Dari, and advanced Pashto, a content-based advanced Uyghur reader, and a bridging textbook: from Turkish to Azerbaijani, Kirghiz and Uyghur (see above). Additionally, we will complete the piloting and/or peer-review process for the following textbooks currently in draft status: Introductory Kazakh, Kirghiz, Mongolian, Tibetan, and Turkmen.

1.D.2.b Online Language Learning Courses. Although our research indicates that textbooks are still the preferred method of curriculum delivery for CA language learners, there is an urgent need to make CA language instruction accessible to those studying outside a traditional university context. Additionally, some CA languages, such as Tajiki, are not currently taught in any university in the US, despite being critical for US interests, making the non-traditional teaching option even more vital. Thus, in collaboration with IU's Center for Innovative Teaching and Learning (CITL), School of Education, and the Center for Language Excellence (CLE), CeLCAR

will design quality online language courses in introductory Kurdish (Kurmanji), Tajiki, and Tibetan, as well as intermediate Kurdish, Mongolian, Uyghur, and Uzbek, and advanced Dari and Pashto, to join our online courses prepared in the previous grant cycle: Introductory and Intermediate Dari and Pashto and Introductory Mongolian, Uyghur and Uzbek. All of these will be offered through IU using both synchronous and asynchronous interaction with a distance instructor, will bear CEUS credit, and will be open for enrollment from all over the US, whether learners are IU students or not. In the case of Dari and Pashto, we will also provide teacher-training workshops for other institutions to start using these materials with a physically-present instructor or facilitator in the classroom who has received training from CeLCAR (see 1.D.4.b). These resources will be particularly useful for community colleges serving large populations of military and US government personnel, as well as students in minority serving institutions (see 1.D.7).

1.D.2.c Heritage Learning Materials. As part of the Collaboration with Community Colleges Initiative (1.D.7), CeLCAR will begin development on a Kurdish Heritage Learning Project (HLP), to be added to our Dari and Pashto HLPs. The Kurdish HLP team, which consists of the Director, language developer, LIS, and ICT Specialist, will work in collaboration with the National Heritage Language Resource Center (NHLRC) and Nashville State Community College (NSCC), a minority serving institute (MSI), to research (Y1) and design a curriculum and materials (Y2) specifically tailored to learners born abroad but educated in the US (Generation 1.5 Learners). These materials will be test-piloted at NSCC in Year 3 and professionally published in Year 4. Additionally, we will add advanced level heritage textbooks to our existing Dari and Pashto HLPs.

1.D.2.d Language Learning Mobile Apps. Since the 2010-2014 cycle, CeLCAR has been developing language learning apps for tablets and smartphones. To date, we have had over 200K downloads of our alphabet and script tutorial apps for Dari, Pashto and Uyghur alone, which we

continue to support. During the 2014-2018 grant cycle, we developed mobile apps for Mongolian, Tajiki, Turkish, Uyghur, and Uzbek, to be listed on the app marketplaces at the end of the year; this will more than double our current download rates, resulting in an impact that is otherwise very difficult to achieve for CA languages (not taught outside the university context). In the current cycle, we plan to increase this outreach by extending our current mobile app offerings to include Azerbaijani, Balochi, Kurdish, Kirghiz, Tibetan, and Turkmen. Additionally, we will develop essential phrase and vocabulary building apps in all major CA languages, as well as developing various game-based apps in Kurdish and Afghan languages for use by K-12 heritage learners. LPTs for the mobile learning apps will be led by the ICT specialist, with assistance from the LIS and applicable materials developers.

1.D.3 Proficiency Testing Project (Goals 3, 4). Over the past ten years, CeLCAR has established a bank of proficiency guidelines and tests as part of its Proficiency Testing Project (PTP). The guidelines, based on a combination of standards (ACTFL, ILR, and the Common European Framework of Reference for Languages) have been modified for the specific constructions of each language (Kazakh, Kirghiz, Mongolian, Pashto, Turkmen, Uyghur, and Uzbek). Each set of guidelines features six levels of proficiency (from novice I to advanced II) for speaking, writing, listening, and reading skills, and features specific language examples to illustrate each level descriptor. Along with the guidelines, CeLCAR has developed novice and multi-levels standardized proficiency tests to measure learners' progress in three skill areas – grammar, reading, and listening. All tests are open and offered free of charge in order to ensure that all postsecondary schools have access to sufficient resources to assess their students' progress. A detailed analysis of each test taker's results, complete with item specifications and difficulty ratings, question type descriptors, and answer keys are available to test administrators.

In 2018-2022, CeLCAR will address national strategic demand by expanding our bank to include proficiency guidelines and tests for Azerbaijani, Balochi, Dari, Kurdish (Kurmanji), and Tibetan. These guidelines and accompanying tests will be developed by our PTP team, headed by Prof. Sun-Young Shin, a language assessment specialist from SLS, with our language developers and the LIS. Tests will be piloted during the SLW for reliability.

1.D.4 Teacher Training (Goal 4, 5, 7). CeLCAR will design, manage, and host a number of teacher-training workshops, responding to current demands. We will also publish an instructional textbook on designing pedagogically effective materials for LCTLs.

1.D.4.a IU Summer Language Workshop. Every summer, in cooperation with the PTP project and the IU Summer Language Workshop (SLW), CeLCAR will hold workshops for CA language instructors from all over the globe concentrating on creating curricula, improving instruction, developing proficiency guidelines, and evaluating results. Although held in cooperation with the IU SLW, the workshops will be heavily advertised and open to any interested instructors, whether they are currently teaching a language or not.

1.D.4.b Hybrid teacher training workshop for CA languages. Community colleges in areas with significant military and US government personnel (Washington D.C., Hampton Roads, San Diego, etc.) have interest in meeting the need in their communities by offering classes in CA languages, especially Dari, Pashto, and Kurdish; however, they lack trained instructors. To meet these needs, CeLCAR will offer hybrid-training workshops for community college instructors, and any other instructors from interested institutions of higher learning throughout the nation, starting with NSCC (see Part 9). 80% of the workshop will be delivered online, incorporating the Badges system for each completed section of the online program. The remaining 20% of the program will be delivered during a two-day workshop correlating with the annual IU SLW. This alternative

delivery method will be more cost efficient for CeLCAR and both more time- and cost-efficient for the workshop participants, offering maximum outreach.

1.D.4.c Instructional Textbook for Language Teachers. Our Director and LIS will write a pedagogical textbook on the instructional design and developmental process of creating language learning materials for LCTLs, titled *Designing Effective Language Learning Materials for Less Commonly Taught Languages*. This descriptive, research-based text, which is already under contract with GUP and should be published early in Y2, will detail, over 12 chapters, the design and development process, covering everything from needs analysis to development, evaluation, and publishing, and is to be used by LCTL instructors both for most effectively using our materials in their classrooms and for those instructors looking to develop their own materials, including LCTLs outside of CA languages.

1.D.5 Disseminate knowledge about CA languages (Goals 1, 2, 5).

1.D.5.a Informational Pamphlets on Central Asian Languages. The CA region has an extraordinary diversity of languages beyond the fourteen major languages, which will receive most of the attention in this project. Thus far, CeLCAR has developed 35 full color informational pamphlets complete with information on the geography, people, culture, alphabets, grammar and structure of these languages, along with sample phrases (such as 'Hello', 'How are you?') and IPA transcription and translations, covering all regional languages of CA, including areas that are of strategic importance for CA (North Caucasus, Turkic and Iranian speaking populations outside of CA, etc.). Completed pamphlets include: Altai, Armenian, Azerbaijani, Balochi, Bashkir, Brahui, Buryat, Chechen, Chuvash, Dari, Farsi, Georgian, Gorani, Hazaragi, Kalmyk, Karakalpak, Kazakh, Khakas, Kurmanji, Kirghiz, Mongolian, Ossetian (Ossetic), Pashto, Sakha (Yakut), Shoghni, Sorani, Talysh, Tatar, Tibetan, Tajiki, Turkish, Turkmen, Tuvan, Uyghur, and Uzbek. In

the 2018-2022 cycle, CeLCAR plans to increase our informational pamphlets to 45 languages. Additional languages to develop include Amdo Tibetan, Crimean Tatar, Gagauz, Kumkyk, Manchu, Mari, Mordvin, Noghay, Udmurt, and Yugur (Eastern and Western).

1.D.5.b On the Silk Road with CeLCAR Podcast. As CeLCAR supports the increase of CA language learning in increasingly non-traditional environments (online courses, community colleges, workforce development programs, etc.), we recognize the need to promote these programs using non-traditional marketing techniques. Traditionally, those studying CA LCTLs have been academics interested in the linguistics, history, politics, and culture of the region. We aim to increase knowledge of and interest in these languages in additional non-traditional populations through hosting an educational podcast, *On the Silkroad with CeLCAR,* on Apple iTunes, which will be available for anyone to download and learn more about the languages of this region. All episodes will also be archived and available through the CeLCAR website.

In recent years, the number of podcasts consumers in the United States has increased significantly. According to Edison Research, an estimated 112 million Americans listened to a podcast in 2017, 67 million of whom listened to a podcast on at least a monthly basis, which presents a potentially substantial growth in outreach opportunity.

Our plan is to host a bi-weekly podcast show, 30-60 minutes in length, which will introduce listeners to a different CA LCTL each episode. The central format of the show will include a host (LIS) who will interview a guest (language professional and/or native speaker) about their language and its relationship to the culture, including at least one reading in the language.

1.D.6 K-12-specific Initiatives (Goals 4, 6). As communities throughout the US continue adjusting to the influx of refugees as a result of the ongoing conflicts in Syria, CeLCAR is committed to helping these communities welcome their new citizens and assist them as they adjust

to life here. Nashville, TN, currently home to over 15,000 Kurdish-American residents, earning it the nickname "Little Kurdistan," is one such community. Included in this influx of Kurdish refugees is a significant population of K-12 students entering the Nashville public school systems. As a result, we will collaborate with Nashville State Community College (NSCC), to create a Kurdish language and culture workshop for local K-12 teachers to aid them in transitioning refugee students to their classrooms. Furthermore, we will work with NSCC to certify the workshop for professional development credits through the Tennessee Department of Education.

Additionally, CeLCAR will continue working with IU's Center for the Study of Global Change and the "Bridges: Children, Languages, World" program, and collaborate with IU's School of Education to bring world language classes, including CA languages, to Boys and Girls Clubs, Monroe County Library, and other venues in Indiana. And we will also develop several language learning mobile apps for K-12 aged heritage speakers of CA languages.

1.D.7 Increase Outreach: Collaboration with Community Colleges and Minority Serving Institutions (Competitive priority #2). CeLCAR recognizes the need to extend the outreach of CA language education beyond the traditional four-year university setting to historically under-served populations such as two-year community colleges and minority serving institutions. Therefore, we have identified four institutions with whom we will collaborate in the 2018-2022 grant cycle (support letters in Appendix C), with the eventual goal of bringing CA language instruction to their programs.

1.D.7.a Harold Washington College (HWC). As part of Competitive Priority #2, CeLCAR will collaborate with HWC to establish an Afghan Language Program. HWC, one of seven colleges that make up the City Colleges of Chicago, a network of community colleges in the greater Chicago area, serves approximately 15,000 students a year. HWC currently offers five world

languages (Chinese, French, Italian, Japanese, and Spanish), as well as specialized courses for heritage Spanish learners, and desires to add an Afghan language (Pashto or Dari) to its language offerings. Y1 and Y2 will consist of performing the needs analysis, developing the curriculum and materials, and training an instructor, with teaching to begin in Y3 and be supported in Y4.

1.D.7.b Morgan State University (MSU). In keeping with CeLCAR's commitment to supporting national security through fostering interest in and knowledge of critical languages in both active duty and reserve military units, over the next four years, we will collaborate with Morgan State University (MSU), a historically black university located in downtown Baltimore, Maryland, with a thriving Army ROTC (Reserve Officers' Training Corp) program. MSU, population of approximately 8,000 students, already offers Arabic, Portuguese, Swahili, and Wolof, and is motivated to add Dari to their LCTL offerings. Y1 and Y2 will consist of conducting the needs analysis (including reaching out to nearby Fort Mead and Aberdeen Proving Ground Army bases), developing the curriculum and materials, and training the instructor, with teaching to take place in Y3 (Introductory) and Y4 (Introductory & Intermediate).

1.D.7.c Nashville State Community College (NSCC). As previously mentioned in 1.D.6, CeLCAR will be working with NSCC to develop a Kurdish language and culture workshop for local K-12 teachers in Y1 and Y2. In addition to this collaboration, we will work with NSCC to add credit bearing Kurdish language courses to their language offerings as well. In Y1 and Y2, we will conduct the needs analysis, develop the curriculum and materials, and train an instructor, with teaching to begin in Y3 and continue in Y4.

1.D.7.d Northern Virginia Community College (NOVA). We will continue our existing collaboration with Northern Virginia Community College (NOVA), located in the greater Washington, D.C. area. NOVA, the second largest community college system in the U.S. with

over 75,000 enrolled students a year, serves an Afghan diaspora community of approximately 30,000, which is why it was the perfect location to establish a Dari heritage language program. In addition to providing ongoing institutional development support to NOVA's introductory Dari heritage language program, we will develop an advanced Dari course book (Y2) for heritage learners who have completed the first course and want to improve their advanced rhetorical skills.

1.E Equal Access and Treatment. IU supports the national mandate of the Americans with Disabilities Act (ADA) to eliminate discrimination against individuals with disabilities and underrepresented individuals. We make reasonable accommodations to ensure qualified individuals have access to the same employment opportunities regardless of age, sex, or physical ability. Eigenmann Hall, the location of CeLCAR, is ADA-compliant for accessibility.

CeLCAR also strives to make its project outcomes accessible to learners with disabilities. Thus, all multimedia and online materials have been produced to allow access to learners with disabilities, and are tested by IU's Assistive Technology and Accessibility Center (ATAC) for compliance. Furthermore, our LIS has training in providing accessible formats to learners with physical and learning disabilities, as well as two years of experience as the Lead Alternate Media Specialist at IU's ATAC; thereby, ensuring from the beginning of the design process to use accessible formats. We also have a roughly equal number of male and female professional staff and developers, and our programs, by their very nature, involve members of various ethnic minority groups (see also our non-discriminatory employment and services policy in Section 2.E.).

2. QUALITY OF KEY PERSONNEL (brief CVs and position descriptions in Appendix A & B)

2.A Center Director and Assistant Director. CeLCAR is headed by Öner Özçelik (Ph.D. McGill University, Department of Linguistics & Program in Language Acquisition; MA. University of Pittsburgh, Applied Linguistics & TESOL), who has served as Director since August

2012. Dr. Özçelik is a tenured Associate Professor in CEUS, an Adjunct Associate Professor in SLS, and Director of the only research lab on CA languages in the US, the Central Asian Linguistics and Language Acquisition Lab, where he conducts experimental research on the acquisition and teaching of CA languages. As a renowned SLA specialist with an emphasis on CA languages, he has over 30 publications in leading academic journals and presses, and has presented over 50 times at major peer-reviewed conferences, both nationally and internationally. He has published papers on linguistics, SLA and pedagogy for all major CA language families, most notably Turkic (especially Turkish, Kazakh, Uzbek and Uyghur), Iranian (especially Dari and Pashto), and Mongolic languages. He was previously the Director and Chief Applied Linguist of IU's Turkish Flagship Program, and as Language Coordinator of CEUS, he supervised all language instruction (in 15 languages) in CEUS. In addition to his applied linguistics research interests, Dr. Özçelik is an experienced instructor who has taught courses on SLA and linguistics as well as Turkish language classes. Working at the intersection of applied linguistics research, area studies, language teaching, and language program administration, he understands the multiple roles that a Title VI center has to play. During his six-year term as CeLCAR Director, Dr. Özçelik has overseen revitalization in the organization and productivity of the center, including the transition of eleven CA language textbooks from draft to externally reviewed manuscripts or professional publications, creation of the nation's first and only online language courses in CA languages and establishing ConCALL, the world's only peer-reviewed conference on CA languages and linguistics. 50% of his time is dedicated to CeLCAR, and his administrative supplement for serving center Director and Chief Applied Linguist is paid fully by the IU SGIS, with no cost to DoE.

CeLCAR's Assistant Director since 2007 is Dave Baer (MBA, Brigham Young). With experience in business (American Airlines, IBM) and non-profit (Red Cross, Community Service

Council of Tulsa) administration, Mr. Baer has significant personal interest in CA languages, having studied 1-2 years of several Turkic and Iranian languages (Dari, Farsi, Kazakh, Pashto, Turkish, Turkmen, Uzbek). His 1.0 FTE salary is paid fully by IU's SGIS, at no cost to DoE. SGIS also pays the full salary of Froozan Safi, a native speaker of Dari and Pashto and CeLCAR's accounting representative, who spends 50% of her FTE at CeLCAR.

2.B Professional Staff. CeLCAR's Language Instructional Specialist (LIS) ensures that all center products combine pedagogical and technological sophistication with accessibility to non-specialist learners. Amber Kennedy Kent (MA, IU), with CeLCAR since 2009, has the educational training and teaching experience perfectly tailored for this role, with two masters degrees from IU in TESOL & Applied Linguistics and Computational Linguistics, a graduate certificate in Instructional Systems Technology from IU's School of Education, three years of experience as the Coordinator of the Language Learning Center at Bowling Green University, and six years combined K-12, undergraduate, and graduate ESL teaching experience. Ms. Kent excels as ambassador and translator between linguists, materials developers, IT specialists, administrative staff, and faculty at CeLCAR. 67% of her 1.0 FTE CeLCAR salary will be paid by IU's SGIS.

CeLCAR's Information and Communications Technology (ICT) Specialist, Sukhrob Karimov (MPA, IU), with CeLCAR since 2007, has a background in web and graphic design and cinematography, as well as being a native speaker of Tajiki and Russian. His knowledge of Cyrillic and Arabic-Persian scripts makes him invaluable in working with CA developers to find solutions for integrating these languages' diacritic-rich versions of the Arabic-Persian script with Flash and other software platforms, and his knowledge and experience in graphic design and computer programming has made him instrumental in creating CeLCAR's award winning mobile apps and audio/video recording portals. 50% of his 1.0 FTE salary will be paid by IU, and 4% by IAUNRC.

Assoc. Prof. Dr. Sun-Young Shin (PhD, UCLA, Applied Linguistics), language assessment specialist in IU's SLS department, has been directing CeLCAR's PTP project since 2007. Shin, who studied under the supervision of Prof. Lyle Bachman, has research interests in second/foreign language assessment, language testing for academic purposes, computer/web-based language testing, standard setting, and heritage language learning and teaching. He will receive .10 FTE compensation from the grant for three years for his research and contributions on the PTP.

Prof. Rex Sprouse (PhD, Princeton, Germanic Linguistics), an internationally renowned Professor of Second Language Studies, will head CeLCAR's research project on the acquisition of CA languages and effects of orthography. Dr. Sprouse has an extensive record of publications and research on SLA of phonology, morphosyntax, semantics, and lexicon, models of nonnative language acquisition, and contact-induced language change, as well as experience as advisor and PI for grants from the National Science Foundation. His .05 FTE salary will be funded from the grant, in addition to receiving graduate hourly help (10 hours per week) in conducting research.

Professor Yucel Yilmaz (PhD Florida State, Second Language Acquisition), tenured Associate Professor in SLS, will lead CeLCAR's research project on teaching of CA languages. Dr. Yilmaz, a Turkic language speaker specializing in research on second language instruction, has published extensively in major applied linguistics journal on effectiveness of instruction and feedback and classroom methodology, and as such he is the ideal person to head this project. He will be helped via a graduate student hourly (10 hours per week) funded through the grant.

2.C Language Materials Developers. Throughout its existence, CeLCAR has built a strong roster of committed and highly capable native-speaking CA developers who train with CeLCAR's professional staff while teaching CEUS and/or SLW classes. These developers include:

Dr. Gulnisa Nazarova (PhD, Institute of Oriental Studies (IOS), Uyghur lexicology), Senior Lecturer in CEUS, is CeLCAR's principal developer for Uyghur language projects. Before coming to IU in 2005, she taught Uyghur and Turkish languages in the Turkic Philology department at IOS in Tashkent. She regularly visits CA, doing research in Uyghur, Kazakh, and Uzbek, and collecting authentic materials. Dr. Nazarova is the author of *Uyghur: An Elementary Textbook* and *Uyghur: An Intermediate Textbook*, both peer-reviewed texts published by GUP, and developed the Intro Online Uyghur course. She will devote .33 FTE to develop Uyghur materials at CeLCAR, as part of our collaboration with CEUS, and her .10 FTE for Y1 and Y2 only is paid by the grant.

Dr. Rahman Arman (MD, Herat University), Senior Lecturer and developer for Dari and Pashto language projects, has been with CeLCAR since 2007. He has taught both Dari and Pashto at the introductory, intermediate, and advanced levels, and is the author of *Dari: An Elementary Textbook* and *Dari: An Intermediate Textbook*, peer-reviewed texts published by GUP. He also created Intro and Intermediate Dari and Pashto online language courses, and drafts of *Dari for Heritage Speakers*, *Pashto for Heritage Speakers*, *Dari Afghan Languages and Cultures*, and the *Dari Script Workbook*. He will devote 1.0 FTE to CeLCAR activities, with .20 FTE to be paid by DoE in Y1 and .20 in Y2; his remaining FTE, including 100% of Y3-Y4, will be paid by SGIS.

Tserenchunt Legden (MA, University of Humanity in Mongolia), Senior Lecturer in CEUS, will continue as the Mongolian Language Developer. Having just completed *Mongolian: An Elementary Textbook* and the Introductory Online Mongolian, Legden will lead the development of both the intermediate Mongolian textbook and online course. Her research interests include Mongolian language instruction, the comparative study of Mongolian and English, phonology of Mongolian, and bilingual dictionaries, and she has published several teaching resources, including *Survival Mongolia* and an English-Mongolian pocket dictionary. Her .20 FTE (textbook

development) in Y3-4 will be paid by DoE funds, but her FTE for online course development will be paid by CEUS as part of our collaboration.

Malik Hodjaev (PhD Candidate, Samarkand State University, Language Pedagogy), Senior Lecturer in CEUS, is CeLCAR's Uzbek materials developer. Hodjaev specializes in intensive methods of foreign language teaching and has taught Introductory, Intermediate, and Advanced Uzbek courses, including intensive courses, distance courses, and blended learning. Hodjaev has co-authored an Uzbek-English phrasebook and published in numerous academic journals. The author of the Introductory Online Uzbek course, Hodjaev will devote .20 to .33 FTE, paid by IU's SGIS, to developing intermediate online Uzbek materials as part of our collaboration with CEUS.

Dr. Sibel Crum (PhD, IU, Language Education), Senior Lecturer in CEUS, will join CeLCAR as the Turkish Bridging Developer. Dr. Crum, lead lecturer of Turkish for the nation's only Turkish Flagship Program (housed at IU), has taught both Turkish language and language pedagogy courses and has published extensively on language teaching methodology. She has ample experience in materials development and will devote .10 FTE in Y1 & Y2 to working with the Director and a GA to develop a bridging text from Turkish to Azerbaijani, Kirghiz, and Uyghur.

Gedun Rabsal, long time Senior Lecturer in CEUS, has advanced degrees on Tibetan language from India and Tibet and will continue as our Tibetan Language Developer. Rabsal will oversee the completion of *Tibetan: An Elementary Textbook*, as well developing an introductory online language course for Tibetan. His research interests include Tibetic languages, literature and culture, as well as teaching Tibetan. His .10 FTE in Y1 and Y2 will be paid by DoE.

Mustafa Durmaz (MA, Northeastern Illinois University, TESOL), a CEUS PhD student with extensive English and Kurdish teaching experience and an ACTFL OPI tester certification for Kurdish, will lead the development of Introductory and Intermediate Kurdish (Kurmanji)

textbooks, as well as developing Intro and Intermediate Online Kurdish courses and a Kurdish Heritage textbook. He will devote 1.0 FTE to CeLCAR, with .33 FTE to be paid by CeLCAR's DoE grant; the remainder will be paid by IAUNRC and CSME, as part of our collaboration.

As in past grant cycles, CeLCAR will make use of some non-resident developers. For Kazakh language projects, we will work with Dr. Gulnara Glowacki, Senior Lecturer of Kazakh at the University of Wisconsin-Madison, as part of a collaboration with CREECA at UW-M. Dr. Glowacki has extensive experience teaching Kazakh, in both the US and Kazakhstan, where she was as an Assistant Professor. Her research interests include Kazakh language teaching methodology, pragmatics, and discourse. Her .33 FTE per year will be paid fully by CREECA.

For the PTP and other supplementary or multimedia projects, we will work with CA language instructors and visiting scholars in CEUS, as well as IU SLW instructors and FLTAs to extend the reach of our primary developers and the inventory of our authentic materials.

CeLCAR will have two GA positions each year of the cycle: in Y1-Y2 one GA will develop an intermediate Kirghiz textbook and one will help with Turkic Bridging. In Y3-Y4, one GA will develop an introductory Balochi textbook, one an Introductory textbook in Azerbaijani. GAs will have .50 FTE at CeLCAR, .10 of which will be paid each year by CSME and IAUNRC, and tuition and fee remission for two will be paid fully by SGIS. CeLCAR has successfully developed textbooks with GAs before; for example, the sole author of *Uzbek: An Elementary Textbook* and *Uzbek: An Intermediate Textbook* was Nigora Azimova, an SLS graduate student from Tashkent, Uzbekistan. Additionally, some GAs have previous experience working with us; the Kirghiz GA, Dinara Akabirova (MA, International Alatoo University, linguistics), experienced Kirghiz instructor and author of our *Kirghiz: An Elementary Textbook* (to be published through GUP), began working for CeLCAR as a Kirghiz FLTA in CEUS in 2016.

2.D Advisory Boards. (short CVs are attached in Appendix A)

2.D.1 Local Advisory Board. The Director and professional staff will rely on its Local Advisory Board to provide them with expert advice on and evaluation of the design and strategy of the center's projects. The board is composed of members of IU's faculty and administration, all with a vested interest in CeLCAR and the CA Region, as well as teaching of LCTLs. The Director will convene the Advisory Board at least once a semester to report on the work of the center and seek guidance on matters of policy and substance. Members of the Local Advisory Board are: Prof. Jamsheed Choksy, Iranian studies and Chair of CEUS; Prof. Laurent Dekydtspotter, Chair of SLS; Assoc. Prof. Marianne Kamp, Central Asian and Turkic studies, CEUS; Prof. György Kara, Central Asian and Mongolic studies, CEUS; Assoc. Prof. Martha Nyikos, Chair, Foreign Language Education Program, School of Education; Prof. Nazif Shahrani, Afghan studies, CEUS; and Assoc. Prof. Yucel Yilmaz, SLS.

2.D.2 National Advisory Board. CeLCAR's National Advisory Board will provide strategic advice on activities and its relationship to national trends and developments in foreign language teaching. It is composed of world-renowned foreign language teaching and area studies specialists and will meet every year, at least by videoconference, during the four-year cycle. Board members include: Christopher Atwood, Professor of Central Asian studies (focus on Mongolia), University of Pennsylvania; Robert DeKeyser, Professor of Second Language Acquisition, University of Maryland; Gulsat Aygen, Professor of Linguistics (Iranian & Turkic languages, focus on Kurmanji), Northern Illinois University; Jaklin Kornfilt, Professor of Linguistics (Turkic languages), Syracuse University; and Silvina Montrul, Professor of Linguistics & Second Language Acquisition and Teacher Education, University of Illinois Urbana-Champaign.

Additional members of both boards may be added later at the discretion of the Director.

2.E Non-Discriminatory Employment. IU's Equal Opportunity and Affirmative Action policy commits the University to promote the achievement of equal opportunity within the University and throughout US society as a whole. The OEA policy requires the University to recruit, hire, promote, educate, and provide services to persons based on their qualifications. IU prohibits discrimination based on such characteristics as age, color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status.

By their very nature, IU's programs in CA languages and cultures attract a diverse faculty, administrative staff, student participants, and visiting scholars and include both US and foreign nationals. The university is also committed to enriching diversity on campus, and there is an ever-growing number of office and services available including: the Office of the Vice Chancellor for Academic Support and Diversity, the Commission on Multicultural Understanding, Faculty Council Affirmative Action committees, Americans with Disabilities Task Force, Recruitment of Minorities and Senior Women Faculty, and others (see also Section 1.E).

3. BUDGET AND COST EFFECTIVENESS

With significant contributions from IU, the budget proposed is adequate to complete the activities detailed in this proposal and is cost effective given the wide geographic and linguistic area that this project covers. IU's School of Global and International Studies commits to an extensive institutional support, contributing much more financially to the *national* activities outlined in this proposal than the requested grant amount, in the form of covering most staff salaries, as well as providing prime office space on campus and clerical support for all activities. SGIS will ramp up its already extensive contributions regarding salaries, *fully* funding the salaries and, where relevant, administrative supplements of the top administration of CeLCAR (Director, Assistant Director and the Accounting Representative, all 100% paid by IU), as well as providing

two course releases (one per semester) from the Director's four-course CEUS course load. The School also provides more than half of the aggregate compensation of CeLCAR professional staff (67% for LIS and 50% for ICT), Dari and Pashto lecturer (67% in Y1, 80% in Y2, and 100% Y3-Y4), and tuition and fee remissions for two graduate student developers, plus payment for student hourly support (up to ten-hour a week). Additionally, CEUS will provide support for the development of online language learning courses, through providing release time for the language lecturers and FLTAs involved, adding to the cost effectiveness of this project (see also 1.B.2).

Project activities have been designed to maximize grant funds. This has been accomplished by investing in highly qualified individuals with multiple skill sets so that a variety of projects and activities can be developed simultaneously and have multiple functions. All of CeLCAR staff are multi-lingual and many combine talents in language pedagogy with those in IT, instructional design, graphic design, and other relevant skills. IU also supports a wide range of academic programs in the field of CA Studies (IAUNRC, SLW, CEUS, etc.), and linguistics (SLS) creating a unique collection of academic and research resources in a low-cost Midwestern town.

In addition to receiving significant funds directly from SGIS solely for the completion of this project, CeLCAR has established meaningful collaborations with other IU institutions and Title VI centers, which will help fund various CeLCAR activities. For example, IAUNRC and CSME each helps cover 1/3 of the Kurdish developer's salary, as well as contributing significant funds to Azerbaijani, Balochi, Dari, Kirghiz, Pashto, and the Turkic bridging projects, community college instructor salaries, and to ConCALL and associated teacher training workshops. Likewise, in-class piloting of our textbooks will continue to be funded through other units, such as IAUNRC (covering costs of piloting Kazakh, Kirghiz and Azerbaijani materials, such as the lecturers' salary). Additionally, University of Madison-Wisconsin's CREECA is paying the Kazakh

developer's salary while releasing .33 of her FTE to work with CeLCAR on the Kazakh development projects. Through close collaboration with other centers and the wider sharing of university resources, both direct and indirect, and by following a flexible approach to product design, CeLCAR will be able to achieve its ambitious project in a cost-effective manner.

4. EVALUATION PLAN

CeLCAR has a comprehensive three-level evaluation plan for the 2018-2022 grant cycle, conducting not only internal evaluation, but also utilizing external expert evaluators trained in language program evaluation and in the languages of the region. The comprehensive four-year evaluation will include formative and summative evaluation of CeLCAR's materials, research output and seminars. The formative component will 1) evaluate the extent to which new activities are being implemented as intended and accomplishing their stated need, and 2) allow for continuous improvement to help ensure that objectives are met. The summative component will measure the extent to which CeLCAR has impacted participants' teaching, career, research, studies, and language use. For both components, not only the quality but also the depth and breadth of implementation will be measured (e.g. the number of textbooks published, the number of people using them, increase in the number of CA language programs, effectiveness in terms of students measurably advancing to the levels of proficiency claimed by the materials), which will be ensured through use of quantifiable PMFs by both internal and external evaluators.

Evaluations will specifically focus on measuring the extent to which CeLCAR successfully meets its four general established goals (corresponding to the Title VI priorities): 1) increase the number of quality, empirically-based language learning materials through the development and dissemination of new teaching materials for LCTLs from the CA Region, including heritage language materials; 2) increase the development, application, and dissemination of performance

testing materials for LCTLs from the CA Region; 3) increase the number of highly qualified teachers and effective instructional materials through the conduct and dissemination of research on new and improved teaching and learning methods; and 4) expand overall outreach for foreign language instruction in CA languages, including to under-served populations and students at minority-serving institutions. As evidenced in Appendix D, we have developed meaningful and specific objectives (referred to as *performance measures*) linked to each of these four goals, as well as project-specific *activities* that support these project objectives. We have also prepared quantifiable outcome measures (referred to as *indicators*) to assess progress towards goals (such as external approval rating of our textbooks, number of textbooks completed, etc.), as well as the types and sources of data (GUP sales, online surveys, etc.), and the frequency of data collection.

At the first level of the proposed three-level evaluation plan, CeLCAR will rely on the Local and National Advisory Board defined in section 2.D to review with the Director the stated Performance Measures and seek guidance and suggestions for improvement. The members of the Local Advisory Board will meet at least twice a year with the Director and review the center's progress towards its stated goals, and provide feedback as necessary for immediate adjustment and improvement. Members of the National Advisory Board will also meet at least once a year with the Director through videoconferencing, and review the center's impact as a *national* language resource center and evaluate its progress. Each member of the board writes their own report, detailing the center's progress towards its stated goals, as well as their suggestions as to how these goals can best be met. In addition, all the reports and recommendations from both the local and the national boards are shared with the external evaluator, as is explained below.

At the next level lies an evaluation plan that is specific to each individual CeLCAR project. As detailed in section 1.D Projects, Goals, Resources, every planned CeLCAR activity will have

at least one form of evaluation as part of its iterative design process, as well as undergoing summative evaluation before being disseminated. For example, with respect to textbook preparation, our main activity, every completed manuscript is not only piloted in CEUS and IU Summer Workshop courses, but before publication, they are sent to GUP, an IU-external university press, which sends them out to anonymous external reviewers before deciding to publish them. Findings of our research projects are similarly submitted to high impact peer-reviewed journals and conferences, again going through a rigorous external review process. Our online courses, which will form another major component of our grant activities, are developed in collaboration with IU's CITL, according to Quality Matters (QM) standards, as well as Prof. Gamze Ozogul, an Instructional Designer specializing in Online Program Evaluation from IU's School of Education. All courses will be evaluated by a QM reviewer once completed, thanks to IU's institutional membership in QM, a non-profit third party organization committed to improving and certifying the quality of online courses. Additionally, after all teacher training workshops and both ConCALLs, CeLCAR will solicit qualitative and quantitative feedback from participants via anonymous evaluation surveys, which will be used to assess performance and improve future iterations. Such individual project evaluation plans apply to all CeLCAR activities, including our pamphlets and multimedia resources, and is a practice on which CeLCAR prides itself. These individual project evaluation reports are also shared with our Local Advisory Board and are discussed during National Advisory Board meetings.

The third level of evaluation is the contracting of an external expert evaluator with language program evaluation experience to evaluate our operations with a member of our National Advisory Board of their choice. Professor Payman Vafaee, of the Department of Applied Linguistics at Teachers College, Columbia University (PhD, Second Language Acquisition, University of

Maryland) has agreed to serve as the external evaluator. He is an experienced language program evaluator, with a scholarly research focus and teaching experience in language program evaluation. In addition, serving as the Director of Research and Development at Second Language Testing Inc., and having developed proficiency exams and worked for federally funded programs in Persian, such as the Persian Flagship Program, he is well-versed in the languages of the region and the work done by federally funded programs. As an IU-external expert evaluator with no previous contact with any of the members of our Center, he is extremely qualified to make an objective evaluation of our program. All evaluative comments and reports from our projects, as well as reports provided by our advisory board members, will be shared with the outside evaluator, and he will visit Bloomington, IN twice during the cycle together with an external board member of his choice, thereby adding to the objectivity of the process, and bringing an additional perspective from a content expert with knowledge of CA languages. This is a productive combination in that one person (Prof. Vafaee) will organize the logistics of the evaluation (evaluation questions, uses, data collection, analysis, reporting, etc.), while guided by another person knowledgeable about CA language education. Finally, reports of these two external evaluators, along with reports from our individual projects, will also be shared with our board members, leading to a three-level evaluation plan in which each component informs and is in turn informed by the other two.

The aggregate information provided by these components will allow CeLCAR to make the necessary improvements as well as to document the impact its activities has had on a variety of participants, including current students, alumni, faculty, and non-IU language learners/instructors.

5. ADEQUACY OF RESOURCES

5.A Central Asian Resources at IU. IU Bloomington (IUB) is the most appropriate site for an LRC dedicated to the languages of the CA region because it has one of the nation's most

extensive concentrations of human resources, materials, and technical capabilities necessary to carry out CeLCAR's mission. The university has invested heavily, over many years, to support high quality research and publication by tenured and tenure-track faculty in CEUS, and to support language instructor positions for CA languages.

IUB has a national reputation for instruction in CA languages, regularly offering 15 CA or CA-related languages, many of which are taught from introductory to advanced levels throughout the academic year (e.g. Dari, Kazakh, Kurdish, Kirghiz, Mongolian, Pashto, Persian, Tibetan, Turkish, Uyghur, and Uzbek), and four during the summer sessions, as well as irregularly during the academic year (Azerbaijani, Tatar, Tajiki, Turkmen). These course offerings play a critical role in CeLCAR's mission by allowing our developers and instructors the opportunity to test-pilot the draft materials and practice new teaching methodology for which they have been trained.

Regular academic year offerings are supplemented by the IU Summer Language Workshop (SLW), an intensive two-month summer institute offering standards-based language instruction in even less commonly taught languages (e.g. Tatar). With support from IU, the SLW has been continuously operating for 68 years (since 1950) and is the premier summer institute for intensive study of CA languages, serving graduates, undergraduates, and professionals from across the US. In 2018, the SLW will include eight instructors for seven CA languages and an anticipated enrollment of 250 students, with at least 34 studying CA languages.

5.B Other Collaborating Units at IUB. Besides the strong collaboration between IAUNRC, CEUS, and the SLW, CeLCAR works closely with other IUB units, including SLS and the School of Education's Language Education program, both valuable resources for language pedagogy, methodology, program assessment, and effective use of technology in education; chairs of both programs are represented in our Local Advisory Board.

Among IUB's many distinctions are the robustness of its language instruction and its record of fostering overseas study. The university has offered 134 foreign languages, and currently offers instruction in 63, virtually unrivaled in the United States. Students at IUB may select from more than 300 study abroad programs, most recently ranking 7th among 1,000 universities in terms of numbers of students studying abroad. IU also hosts three Department of Defense (DOD)-funded Language Flagship programs (Arabic, Chinese, and Turkish). With a focus on proficiency-based learning, Flagship programs move students from entry level to ACTFL-certified superior language fluency during the span of an undergraduate education. In 2014, the College of Arts and Sciences established a new Center for Language Excellence (CLE), of which CeLCAR's Director is a founding member of the advisory board, which provides pedagogical and methodological training, testing and evaluation support, and online language teaching tools for IU language instructors and CeLCAR materials developers, with a particular emphasis LCTLs. CLE also houses the Center for Language Technology (CeLT), which provides technological expertise to support excellence in language teaching, learning, and research at IUB.

5.C Technology Resources. IU has major resources in instructional consulting, media services, and computer technology to support educational projects. The University's Instructional Support Services (UITS), an arm of the Office of Academic Affairs, provides consultation to support teaching, course development, classroom assessment, and classroom innovations, particularly helping faculty integrate new instructional strategies and technologies into their courses via CITL and IU's Online Instructional Design and Development (OIDD) department. CITL provides comprehensive services supporting excellent teaching and learning at IU, including offering guidelines on innovative curricula and pedagogy, and providing consultations and internal reviews using appropriate online education development standards, such as Quality Matters.

OIDD, a team in the Learning Technologies division of UITS, focuses primarily on the best practices and design of online learning as part of IU's Online Initiative. They partner along with CITL to support departments on campus looking to move to an online platform. CeLCAR has been working extensively with these two units on developing our online courses, and this collaborative effort will continue into the next cycle.

5.D Language and Computer Laboratories. IUB's outstanding language technology resources include labs and audio-video production facilities. As previously mentioned in 5.B., CeLT provides technological expertise and instructional support in language education, boasting two digital language laboratories (67 workstations with headsets), four high-definition video conference rooms for distant education, a computer media development room (12 workstations), a multipurpose lab (where faculty receive one-on-one assistance with video editing, production, and viewing), and a professional audio-video production studio. Additionally, IUB's Central Asian Linguistics and Language Acquisition Lab (CALLAB), headed by our Director, provides space and means for conducting experimental SLA and teaching research on CA languages and is the only language lab in the US focusing solely on CA languages.

5.E Library Resources. IUB Libraries is a member of the Center for Research Libraries (CRL) consortium and recipient of the Association of College and Research Libraries' Excellence in Academic Libraries Award. Furthermore, they are renowned for outstanding CA resources in both the Herman B. Wells Library (over 20,000 volumes in CA languages) and several specialized collections with additional volumes, the most important being the Sinor Research Institute for Inner Asian Studies (SRIFIAS), which contains over 10,000 volumes and provides access to basic reference works, textbooks, grammars, and dictionaries, as well as rare books and manuscripts. IUB supports a full-time Central Eurasian Librarian and a part-time Central Eurasian cataloguer

(.5 FTE), and assigns the equivalent of 1.0 FTE to three other cataloguers of CA materials. Recently, IUB Libraries committed to creating a new International and Area Studies space within the main library, which will also be available to CeLCAR.

3.F Center Office Space. Located in Eigenmann Hall on the flagship campus of IU, CeLCAR is part of IU's new School of Global and International Studies (SGIS), which was established in 2012 and draws upon IU's historic strengths in area studies, foreign languages, and the social sciences. IU President Michael A. McRobbie states that SGIS is "one of the most important developments in the nearly 200 years of IU's history." In addition to CeLCAR, SGIS is home to three Language Flagships (including Turkish) funded by the DOD, all international and area studies centers at IU (including CEUS and IAUNRC), other language and literature departments (e.g. Middle Eastern and East Asian), and the Department of International Studies. CeLCAR has 8 offices, a large conference room, and a center library, totaling over 2,170 square feet. Each office is equipped with a computer and Ethernet connection, and many of the offices have printers and scanners. The conference room is equipped with a large meeting table, PC, two televisions, white board, and polycom technology for distance/remote language instruction and remote meetings. The center's library has a communal printer, scanner, fax machine, and small meeting table. All CeLCAR staff has multimedia workstations capable of producing the full range of print and web-based language materials. Following IU models, CeLCAR practices a three-year replacement cycle for hardware and software, fully funded by IU. CeLCAR also owns digital cameras (video and still), tablet computers, sound and picture editing software to allow in-house production of material, and has access to a sound-proof recording booth in the CALLAB, which is located on the same floor. CeLCAR's server enables collaborative work on individual projects involving large-file processing and hosts the database of authentic CA multimedia materials.

6. NEED AND POTENTIAL IMPACT.

There are at least four major needs in teaching languages of CA, which will be addressed by CeLCAR activities as part of the proposed funding. In addition, *all* of the 14 languages addressed with a significant focus in this proposal (and the additional 11 covered in other ways) are LCTLs.

6.A.1 Need for Materials. One of the principal reasons why CeLCAR was created in 2002 was a severe lack of quality teaching materials for any of the languages of the CA region. Over the first four cycles of the Center's existence, a significant portion of available resources was devoted to filling this gap. All materials development at CeLCAR has been guided by a set of principles and criteria: The materials produced at the Center are designed using solid principles of language teaching methodology based on the communicative approach, emphasizing both the need for fluency and accuracy, while encouraging cultural understanding, pragmatic competence, and active learning. They incorporate appropriate and effective forms of technology to facilitate learning language functions; are designed for classroom use or individual study; and are professionally presented and aesthetically interesting to enhance the learner's understanding and increase motivation.

In the last two grant cycles, CeLCAR has completed and published through GUP nine high-quality textbooks (introductory Dari, Pashto, Tajiki, Uyghur and Uzbek, and intermediate Dari, Pashto, Uyghur and Uzbek) using these principles and criteria, and is in the process of completing five more (introductory Kazakh, Kirghiz, Mongolian, Tibetan, and Turkmen), which are currently available through CeLCAR or waiting for external peer-review. CeLCAR, especially in its earlier years, has also developed a large number of freestanding web-based modules using similar principles and criteria; however, analysis of usage indicates that sequenced textbooks are more desirable than free-standing modules. For this reason, we believe the primary use of our time and

resources should continue to be the development of comprehensive instructional textbooks for additional CA languages for which high quality, communicative textbooks do not yet exist for English speakers, including introductory Azerbaijani, Balochi and Kurdish; intermediate Kazakh, Kurdish, Kirghiz and Mongolian.

6.A.2 Need for Proficiency Guidelines and Assessment of Learning Outcomes and Goals. CeLCAR has addressed the lack of proficiency guidelines and associated proficiency assessments for CA languages by developing comprehensive proficiency guidelines (featuring six levels of proficiency across the four skills) as well as novice and multi-levels standardized proficiency tests (for grammar, reading, and listening) for seven CA languages (Kazakh, Kirghiz, Mongolian, Pashto, Turkmen, Uzbek, and Uyghur) as part of our established Proficiency Testing Project (PTP). As language programs, and funding agencies, need quantifiable, reliable, and empirical data on the progress made by students in the classroom and government and non-government agencies need access to accepted standards when making hiring and promotion choices, we are committed to fulfilling this need by adding five additional languages, in which this need remains unaddressed, to our existing repository: Azerbaijani, Balochi, Dari, Kurmanji (Kurdish), and Tibetan, two of which (Dari and Tibetan) we have already initiated.

6.A.3 Need for Instructors and Professional Development Opportunities. Closely related to the lack of quality learning materials and proficiency standards is the lack of qualified teachers of these languages in the US. There are no tenure-track positions and relatively few permanent lectureships for instructors of CA languages. For languages of former Soviet CA, US universities rely mostly on visiting instructors (IU has recently moved to permanent – and even Senior - Lectureships for Uzbek, Uyghur, Mongolian, and Tibetan). For Afghan languages and Kurdish (now also represented with permanent lectureships at IU), there are numerous immigrant and

heritage speakers, but very few with formal pedagogical training. In past grant cycles, CeLCAR has emphasized training for instructors from former Soviet CA, moving them from a grammar-translation approach to a communicative approach. In the current grant cycle, based on US strategic needs, we will continue to work with instructors from former Soviet CA countries, and, as part of a new collaborative project with IAUNRC, we will expand our efforts to include those with no training in language teaching, including heritage speakers of all CA languages. These professional development workshops will be accessible to current and potential CA instructors through a hybrid workshop: 80% of which will be online and 20% will be in-person during a two-day workshop in conjunction with IU SLW and/or ConCALL.

Our biannual Conference on Central Asian Languages and Linguistics (ConCALL), founded in 2014 and the only academic conference focusing solely on CA languages, will continue to offer linguists and language educators a dedicated venue to present, publish, and network with other CA language specialists. ConCALL-3, held in March 2018, had the highest selectivity so far with three times as many abstract submissions and a 23% acceptance rate. ConCALL-3 also had a record 92 registered attendees with a nearly unanimous "Overall Very Satisfied" response rate (98%).

6.A.4 Need for Accessible CA Language Courses. Currently, there are only 16 academic institutions in the United States where one can study a CA language (up from 13 in the previous cycle), and notably, except for NOVA - whose course in heritage Dari was created as part of a collaborative initiative with CeLCAR - these are four-year research universities. In fact, across the U.S. there were 488 students enrolled in CA language courses during the 2017-2018 school year. In order to increase the program numbers by 20% and boost enrollments to around 600, CeLCAR has developed a three-prong approach to increase the reach and impact of CA language education by offering additional learning opportunities beyond select four-year universities.

a. Community Colleges. In addition to continuing our support for NOVA, CeLCAR has reached out to two additional community colleges, HWC and NSCC, to negotiate a significant collaboration for increasing the impact of teaching CA languages in two-year colleges. The curriculum for HWC will focus on heritage Dari or Pashto (based on our Needs Analysis) (1.D.7.a) and NSCC on heritage Kurdish (1.D.7.c).

b. Minority Serving Institutions. CeLCAR is collaborating with two MSIs: NSCC (see 6.A.4.a above) and MSU (1.D.7.b) respectively to introduce heritage Kurdish courses and a Dari course intended for military and NGO audiences.

c. Online Language Learning Courses. Finally, given the special needs of the 21st century language learner, including geographical restrictions and non-traditional classroom availability, we will continue to develop quality online interactive language courses to be studied anytime and anywhere by learners across the globe at the introductory levels in Kurdish (Kurmanji), Tajiki, and Tibetan, intermediate levels in Kurdish, Mongolian, Uyghur, and Uzbek, and Advanced in Dari and Pashto. These will join our already offered online courses in introductory Mongolian, Uyghur, and Uzbek and introductory and intermediate Dari and Pashto.

6.B. Dissemination of Proposed Material and Activities. CeLCAR disseminates resources through a combination of downloads from our website, smartphone apps (available free for download), mailing of CD-Roms and print materials, offering online language courses, and through a contract with GUP to increase the profile of our textbooks, all of which can be accessed and used throughout the US.

CeLCAR disseminates resources through our website for free (informational pamphlets, alphabet charts, modules, proficiency guidelines and tests, etc.) or at cost (textbook drafts, script workbooks, CD-Roms, survival phrasebooks, etc.), through free download in both major app

marketplaces (Apple and Android) (with over 200K downloads in just a few years), and registration in online language courses.

Additionally, CeLCAR publishes our completed, peer-reviewed, textbooks through Georgetown University Press, exponentially increasing their dissemination impact. For example, from 2009 to 2013 the *Uyghur: An Elementary Textbook* sold a total of 87 copies (drafts) to customers, but has sold 381 through GUP since 2014, 35 in the last 6 months alone. Overall, GUP has delivered 6,624 copies of our published textbooks (634 Dari, 2,342 Pashto, 1,688 Tajiki, 457 Uyghur, and 1,143 Uzbek). This is an enormous increase in our impact, especially considering that most of these textbooks have been GUP-published in the last grant cycle.

Research efforts are also being disseminated through high impact journal articles and conference presentations. For example, our joint presentations are regularly represented at leading language pedagogy and language learning conferences such as ACTFL, AAAL, and SLRF, and our Director has published in top – and very high impact - SLA journals, such as *Second Language Research*, *Language Acquisition*, and *Linguistic Approaches to Bilingualism*. In addition, our Director and LIS are in the process of writing a pedagogical book on preparing language textbooks in LCTLs, titled *Designing Effective Language Learning Materials for Less Commonly Taught Languages,* and a contract has already been signed with GUP (1.D.4.c). The impact of this book will be especially great in that it is not only created for CA language teachers to use, but the pedagogical principles and instructional design methods introduced will be applicable for instructors of any LCTL to use in learning how to create effective classroom materials; thus it has the potential to reach the biggest audience of all of our published GUP books to date.

6.C Impact on Foreign Language Study in the U.S. CeLCAR activities have directly impacted language study in both academic and non-academic environments. In fact, our research

indicates that 93.33% of the US academic institutions currently offering Dari (3 out of 3 –

nonmilitary only), Pashto (3 out of 3 - nonmilitary), Tajiki (1 out of 1 – not offered this year),

Uyghur (3 out of 3), and Uzbek (4 of 5) use our GUP printed textbooks. Reviews of past CeLCAR

works from academic audiences have also been extremely favorable, some of which appeared in

peer-reviewed journals important for all CA studies in general (e.g. the *Central Asian Review*). A

few examples are given below:

Intermediate Dari: "This book reflects the best practices in teaching and learning world languages. The use of authentic materials through communicative, situational, and skill-based approaches in this book will improve linguistic and cultural competence of learners and will help them to use the Dari language appropriately in real life situations." – Dr. Farid Saydee, Assoc. Director and the Director of Instruction at the Language Acquisition Resource Center (LARC), San Diego State University.
Introductory Uyghur: "Once again the authors have compiled an engaging set of practical exercises and interactive activities to motivate students in their continued study of the language and culture of Uyghurs. The beautiful images throughout the text provide a cultural context to complement the language study." – by Dr. Rebecca Clothey, Associate Professor, School of Education, Drexel University.
Introductory Uzbek: "For those who learn Uzbek in order to conduct research in Uzbekistan, this book is an invaluable guide, providing basic competencies and lots of additional information regarding various dialects of Uzbek language, norms of politeness and propriety, idiomatic forms and non-verbal communication." - Dr. Mohira Suyarkulova, Professor, Central Asian Studies Institute, American University of Central Asia.

Glowing reviews such as these, from both educators and language learners alike, are prevalent,

and we are confident that our 2018-2022 proposed activities will continue this tradition of quality.

The problems faced by the students and teachers of CA languages in the U.S. are similar in

many ways to those faced by students and learners of other LCTLs. The "CeLCAR model" is

applicable to other world areas or language groups faced with the immense task of not only

developing suitable materials but also simultaneously providing professional development

opportunities for instructors, developing proficiency standards, providing reliable assessment

tools, making use of research findings, and developing a supportive academic community through

professional conferences and academic journals. This impact is evidenced by the dissemination of

our research in leading SLA and language pedagogy journals and conferences, which we will continue to do. We will also maximize the impact of this model by continuing to cooperate with other LRC's and NRC's, as well as community colleges and MSIs across the US. In addition, our book *Designing Effective Language Learning Materials for Less Commonly Taught Languages*, when published, will inform materials preparation efforts in all LCTLs across the US. Therefore, even in the small, but critically important field of CA languages, CeLCAR's proposed activities will continue to have an outreaching effect on all LCTL programs in the United States.

7. LIKELIHOOD OF ACHIEVING RESULTS

Perhaps the most effective indicator of likelihood of achieving results is to reflect on the results of CeLCAR's activities over the past four grant cycles, in which we have already changed the landscape of CA language education dramatically by creating high quality language textbooks designed using the most up-to-date pedagogical principles of language teaching methodology. By the end of CeLCAR's first sixteen years of operation, we will have completed nine completely new introductory-level textbooks, three in Iranian languages (Dari, Pashto, and Tajiki), four in Turkic (Kirghiz, Turkmen, Uyghur, and, Uzbek), and one each in Mongolic (Mongolian) and Tibetan, as well as four intermediate-level textbooks, two in Iranian languages (Dari and Pashto) and two in Turkic (Uyghur and Uzbek). All our textbooks include multimedia, and most are already published with GUP, while a few are still under review or being piloted. We also have an introductory Kazakh textbook in progress. With the addition of Mongolian and Tibetan in the last cycle, which was particularly productive, these textbooks cover virtually all major CA language families.

Additionally, CeLCAR has created a total of seven online language courses: introductory Dari, Mongolian, Pashto, Uyghur, and Uzbek, and intermediate Dari and Pashto. All online courses were started and completed in the last cycle, and join numerous published mobile apps, fifteen

Intermediate Reading and Listening modules, Advanced News, Video and Audio Modules (in Azerbaijani, Kazakh, Kirghiz, Mongolian, Pashto, Tajiki, Uyghur, and Uzbek), as well as many other programs, tutorials, pamphlets, proficiency guidelines and numerous other resources to aid language learning, the vast majority of which are available through our website.

7.A. Methodology and Procedures. The core mission of CeLCAR is to produce language materials that aim for communicative and cultural competence. The guiding principles behind CeLCAR's approach to textbook design are as follows:

* Integrating all four language skills as well as ACTFL's three modes of communication: interpersonal, communicative, and presentational

* Including implicit and explicit teaching of cultural knowledge and pragmatics

* Sequencing learning from receptive to productive language use, and from less complex to more complex concepts

* Utilizing a spiral curriculum design that emphasizes deeper learning by revising and building upon previously learned material; revisiting the same topics across different levels, each time using increasing complexity and reinforcing previous learning

* Stimulating active learning and learner autonomy

* Relying primarily on authentic materials for both reading and listening, and secondarily simulated-authentic materials

* Using differentiated tasks to teach learners how to make use of any text (even long and complex texts) without having to understand every word

* Focusing on interpersonal communication through encouraging learners to incorporate their own stories, experiences, opinions, interests, and creative ideas into the learning process

This methodology constitutes an ideal aim for all of CeLCAR's materials, and is incorporated into textbooks, online courses, and professional development training alike.

All projects are executed by collaborative language project teams (LPTs) using an iterative process based on the ADDIE model of instructional design: analysis, design, development, implementation, and evaluation (Morrison, et al, 2010). LPTs attend both weekly CeLCAR staff meetings as well as their own project meetings, and all staff members are responsible for submitting monthly achievement reports to the center Director reporting on individual progress. Most CeLCAR staff are members of several LPTs, and LPTs have been designed so that all professional staff will collaborate across teams in order to make best use of center resources.

The Director of CeLCAR implements IU's Human Resources Management Performance review protocols with center staff to formally provide individual feedback on annual performance. This provides a structured means for guiding the staff and ensuring that the projects remain on task and on time with the proposed outcomes.

7.B. Practicability of Plans - Expectations of Success. The plan of operations set forth in this proposal continues the considerable quickening of the pace of CeLCAR's materials development established in the previous cycle, based on our particularly productive operations in the previous two cycles, which was despite reduced DoE funding - but with significantly increased institutional commitment (see Part 3). We believe the proposed plan is feasible due both to successful staff hires, the replacement of rotating visiting lecturers at IU with permanent lecturers, and the considerable backlog of materials already collected and previous textbook templates in several related CA languages, as well as institutional funds provided by IU for the sole purpose of conducting the *national* activities set forth in this proposal.

Strategic hires include a Director with background in both Turkic Applied Linguistics and CA language program administration, a position filled in the summer of 2012. We believe that a director actively committed to CA language pedagogy and area studies is crucial. Although much of language pedagogy is transferable to other language groups, much is not. Moreover, as a recently tenured Associate Professor in CEUS and an Adjunct Associate Professor in SLS, as well as serving in the advisory boards of IAUNRC, CLE and the IU SLW, Dr. Özçelik has already been able to increase coordination with related organizations within IU and professional organizations elsewhere, leading to our increased productivity in the last few years.

Most of our material developers have already spent years teaching introductory to advanced levels of their respective languages, and most are, in fact, recently promoted *Senior* Lecturers in CEUS. They have thus collected a large, if unsystematic, body of materials. Some already have textbooks, which they will adapt to online course platforms. Added to these are the existing modules in several CA languages, which were produced in previous grant cycles, and much of which can be modified for use in the proposed textbooks and/or online courses according to the principles described in section 7.A. For the PTP and research projects, we will rely on both the considerable achievements of PTP to date and the past publication record of their project leaders, Dr. Shin, Dr. Rex Sprouse, Dr. Yilmaz, and Dr. Özçelik.

Many of our projects are also supported through FLTAs and visiting scholars (both externally funded), as well as hourly graduate students, and can be piloted through CA language courses already available at IU, all of which add to the practicability of our projects.

8. DESCRIPTION OF FINAL FORM OF RESULTS

CeLCAR's activities will result in specific products in the form of language learning materials, proficiency guidelines, proficiency exams, improvements in instructional effectiveness,

language workshops, bi-annual conference and proceedings, and increase in CA programs and student enrollment. The expected products will be as follows for 2018-2022:

(1)   3 new Introductory textbooks: Azerbaijani, Balochi, Kurdish (Kurmanji)

(2)   4 new Intermediate textbooks: Kazakh, Kurdish (Kurmanji), Kirghiz, and Mongolian.

(3)   1 Turkic bridging textbook: from Turkish to Azerbaijani, Kirghiz and Uyghur.

(4)   Finish peer review process for 6 completed textbook drafts: 4 introductory texts, Kirghiz, Mongolian, Tibetan, and Turkmen and 2 heritage learning texts, Dari and Pashto, as well as completing the Introductory Kazakh, which is in progress.

(5)   1 new peer-reviewed pedagogical textbook on LCTL materials preparation

(6)   9 Online Language Courses: Introductory Kurdish (Kurmanji), Tajiki, and Tibetan; Intermediate Kurdish, Mongolian, Uyghur, and Uzbek; Advanced Dari and Pashto

(7)   At least 4 articles and 4 presentations based on empirical research on the acquisition and teaching of CA languages.

(8)   1 new Kurdish Heritage Language Learning Workbook, including Multimedia CD and smartphone app

(9)   3 advanced level readers: 1 content-based Uyghur reader and 2 advanced rhetoric readers for heritage speakers of Dari and Pashto

(10)   10 Informational Language Pamphlets in Amdo Tibetan, Crimean Tatar, Gagauz, Kumkyk, Manchu, Mari, Mordvin, Noghay, Udmurt, Yugur (Eastern and Western)

(11)   5 Proficiency guidelines with associated exams: Azerbaijani, Balochi, Dari, Kurdish, and Tibetan

(12)   3 new CA language programs: Harold Washington College (CC in Chicago), Morgan State University (MSU in MD), and Nashville State Community College (NSCC)

(13) 2 Conferences on Central Asian Languages and Linguistics (ConCALL) (ConCALL-4 in 2020 and ConCALL-5 in 2022) with published proceedings

(14) An Online Hybrid Teacher Development Workshop linked with IU Summer Language Workshop (4 times) as well as ConCALL (twice)

(15) A minimum of 12 new mobile apps to accompany our new textbooks, and

(16) *On the Silk Road with CeLCAR* bi-weekly informational podcast about CA languages.

9. COMPETITIVE PREFERENCE PRIORITIES

6.A Priority 1 – LCTLs. This proposal will considerably increase US language readiness in a total of fourteen languages. In alphabetical order, the languages with which we propose to work significantly include Azeri (Azerbaijani), Balochi, Dari, Kazakh, Kurdish (Kurmanji), Kirghiz, Mongolian, Pashto, Tajiki, Tibetan, Turkish (Turkic bridging), Turkmen, Uyghur/Uigur, and Uzbek, all of which are LCTLs strategic for US national interests. Furthermore, as in the past, our informational pamphlets will introduce basic facts and phrases for 10 other CA languages, bringing our total count of pamphlets for LCTL CA languages to 45, with additional LCTLs covered regularly by our conference and workshops.

6.B Priority 2 – Community Colleges and MSIs. Finally, in this cycle, CeLCAR will be entering into significant and sustained collaborations with HWC (a community college), MSU (an MSI), and NSCC (both a community college and MSI) (see section 1.D.7). These partnerships will bring the instruction of three critical languages (Dari, Pashto, and Kurdish) to these institutions, as well as helping train K-12 teachers in their public school systems. In addition, we will build on our already existing collaboration with NOVA, the only community college in the US offering instruction in a CA language, a result achieved through sustained collaboration with CeLCAR in the previous cycle.

Other Attachment File(s)

* Mandatory Other Attachment Filename: | 1236-CelCAR_Appendix_A_CVs.pdf |

| Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment |

To add more "Other Attachment" attachments, please use the attachment buttons below.

| Add Optional Other Attachment | Delete Optional Other Attachment | View Optional Other Attachment |

ADMINISTRATIVE AND PROFESSIONAL STAFF

ÖNER ÖZÇELIK, Director, since 2012

EDUCATION
Ph.D., Linguistics & Language Acquisition, McGill University, 2012
M.A., Applied Linguistics & TESOL, University of Pittsburgh, 2006
B.A., Foreign Language Education, School of Education, Boğaziçi University, 2004

RELEVANT PROFESSIONAL EXPERIENCE
Director, Center for Languages of the Central Asian Region (CeLCAR), since 2012
Associate Professor (current)*, Assistant Professor* (2011-2018), Department of Central Eurasian Studies (CEUS), since 2018
Adjunct Associate Professor (current)*, Adjunct Assistant Professor* (2012-2018), Department of Second Language Studies (SLS), since 2018
Associate Editor, Linguistic Approaches to Bilingualism, since 2017
Section Editor, Linguistics section, *Sage Open*, since 2016
Director, Central Asian Linguistics and Language Acquisition Lab, since 2011
Director & Chief Applied Linguist, Turkish Flagship Program, NSEP, Department of Defense, 2012-2013

SELECTED PUBLICATIONS
Özçelik, Öner & Amber Kennedy Kent. (In preparation - proposal accepted). *Designing Effective Language Learning Materials for Less Commonly Taught Languages*. Georgetown University Press.

Özçelik, Öner. (In press). Kazakh phonology. In Lars Johanson, Eva A. Csato Johanson, Laszlo Karoly & Astrid Menz (eds.) *Encyclopedia of Turkic Languages and Linguistics*. Brill.

Özçelik, Öner. (2018). Universal Grammar and second language phonology: Full Transfer / Prevalent Access in the L2 acquisition of Turkish "stress" by English and French speakers. *Language Acquisition*. Published online through OnlineFirst, 24 April 2017.

Özçelik, Öner. (2018). Interface Hypothesis and the L2 acquisition of quantificational scope at the semantics-syntax-pragmatics interface. *Language Acquisition* 25. 213-223.

Özçelik, Öner. (2017). Towards using extraprosodicity and phonological markedness in accounting for morphological errors in Specific Language Impairment. *Language, Interaction & Acquisition* 8. 235-275.

Özçelik, Öner & Rex Sprouse. (2017). Emergent knowledge of a universal phonological principle in the L2 acquisition of vowel harmony in Turkish: a 'four'-fold poverty of the stimulus in L2 acquisition. *Second Language Research* 33. 179-206

Kupisch, Tanja, Alyona Belikova, Öner Özçelik, Ilse Stangen & Lydia White. (2017). Restrictions on definiteness in the grammars of German-Turkish heritage speakers**.** *Linguistic Approaches to Bilingualism* 7. 1-32.

Özçelik, Öner. (2017). The Foot is not an obligatory constituent of the Prosodic Hierarchy: "stress" in Turkish, French and child English. *The Linguistic Review* 34. 157-213.

Özçelik, Öner. (2016). The Prosodic Acquisition Path Hypothesis: Towards explaining variability in L2 acquisition of phonology. *Glossa* 1 (1): 28. 1–48.

Özçelik, Öner. (2016). Against Isomorphism and the Maxim of Charity in child language acquisition: implications for the validity of the TVJT methodology. *Linguistics* 54. 305-337.

Özçelik, Öner & Rex Sprouse. (2016). Decreasing dependence on orthography in phonological development: Evidence from vowel harmony in English-Turkish interlanguage. In Ayşe Gürel (ed.), *Second Language Acquisition of Turkish* (pp. 49-70). Amsterdam: John Benjamins.

Özçelik, Öner. (2016). Acquisition of L2 Turkish prosody: effects of purely phonological and phonosyntactic issues. In Ayşe Gürel (ed.), *Second Language Acquisition of Turkish* (pp. 19-48). Amsterdam: John Benjamins.

Özçelik, Öner. (2016.) Turkish language. In Richard C. Martin (ed.), *Encyclopedia of Islam and the Muslim World* (pp. 1197-1199). New York: Macmillan.

Özçelik, Öner. (2015). 'Stress' or 'Intonational prominence'? Word accent in Kazakh and Uyghur. *Turkic Languages* 19. 163-192.

Özçelik, Öner & Kent, A. A. (2015). Research-informed online language course design and development for least commonly taught LTCLs: The case of Introductory Dari, Pashto, and Uyghur. *Journal of the National Council of Less Commonly Taught Languages* 18. 25-61.

Özçelik, Öner. (2014). An Antisymmetric analysis of Turkish relative clauses: implications from prosody. *Turkic Languages* 18. 247-270.

Özçelik, Öner. (2014). Prosodic faithfulness to foot edges: the case of Turkish stress. *Phonology* 31. 229-269.

White, Lydia, Alyona Belikova, Paul Hagstrom, Tanja Kupisch, Öner Özçelik. (2012). Restrictions on definiteness in second language acquisition: Affirmative and negative existentials in the L2 English of Turkish and Russian speakers. *Linguistic Approaches to Bilingualism* 2. 54-89.

SELECTED PROCEEDINGS PAPERS

Özçelik, Öner & Rex Sprouse. (2016). Acquisition of Turkish vowel harmony in low-frequency and zero-frequency contexts: Evidence for Full Access in L2 phonology. In Jennifer Scott and Deb Waughtal (eds.), *Proceedings supplement of the Boston University Conference on Language Development 40 (BUCLD 40)*, 8 pages.

Özçelik, Öner. (2016). Acquiring the world's most difficult stress pattern: L2 Khalkha Mongolian and "Conflicting Directionality". In David Stringer et al. (eds.), In David Stringer et al. (eds.), *Proceedings of the 13th Generative Approaches to Second Language Acquisition Conference (GASLA 2015)* (pp. 161-176). Somerville, MA: Cascadilla Proceedings Project.

Özçelik, Öner & Rex Sprouse. (2015). L2 acquisition of Turkish vowel harmony and knowledge of the universal 'No Crossing Constraint'. In Elizabeth Grillo, Kyle Jepson, and Maria LaMendola (eds.), *Proceedings supplement of the Boston University Conference on Language Development 39 (BUCLD 39)*, 12 pages.

Nagai, Miho & Öner Özçelik. (2014). Nominal positions in Turkish. *Papers from the 47th Annual Meeting of the Chicago Linguistic Society (CLS 47)* (pp. 309-320). Chicago: Chicago Linguistic Society.

Özçelik, Öner. (2013). Selectivity in L3 transfer: effects of typological and linguistic similarity in the L3 Turkish of Uzbek-Russian bilinguals. *Generative Linguistics in the Old World 36 Spring Newsletter (GLOW 36 Spring Newsletter),* 2 pages*.

Özçelik, Öner. (2013). Exceptions in stress assignment: Feet in input. In Seda Kan, Claire Moore-Cantwell & Robert Staubs (eds.), *Papers from the 40th Annual Meeting of the North East Linguistic Society (NELS 40)* (pp.107-120). Amherst, MA: GLSA.

SELECTED CONFERENCE AND WORKSHOP PRESENTATIONS

Özçelik, Öner, Amber Kennedy Kent & Rahman Arman. (2018). Project-Based Language Learning (PBLL) Instruction in an Online Language Learning Environment: A case study in Pashto. *American Association of Applied Linguistics (AAAL) Annual Conference*. Chicago, IL, March 2018.

Özçelik, Öner. (2017). Phonological markedness and extraprosodicity as predictors of morphological errors in SLI. *Annual Meeting on Phonology 2017* (AMP 2017). NYC, NY, September 2017.

Özçelik, Öner & Rex Sprouse. (2017). No crossing constraint: Evidence from vowel harmony. *Annual Meeting on Phonology 2017* (AMP 2017), poster. NYC, NY, September 2017.

Özçelik, Öner. (2017). Challenges in the second language acquisition of Turkish word-level prosody. *International Conference on Turkish Linguistics* (ICTL). Adana, Turkey, February 2017.

Özçelik, Öner & Rex Sprouse. (2016). How abstract is Interlanguage phonology? Evidence from Turkish vowel harmony. *Generative Approaches to Language Acquisition North America*. Urbana-Champaign, IL. September 2016.

Sprouse, Rex & Öner Özçelik. (2016). L2 acquisition of exceptional vowel harmony in Turkish. *Linguistic Society of America* (LSA) 2016 Annual Meeting. Washington, DC, January 2016.

Arman, Rahman, Amber Kent, & Özçelik, Öner. (2016). Project-Based Language Learning Instruction in an Online Language Learning Environment. *Conference on Central Asian Languages and Linguistics 2* (ConCALL 2). Bloomington, IN, October 2016.

Özçelik, Öner & Rex Sprouse. (2015). Acquisition of Turkish vowel harmony in low-frequency and zero-frequency contexts: Evidence for Full Access in L2 phonology. Boston University *Conference on Language Development 40* (BUCLD 40). Boston, MA, November 2015.

Kent, Amber, Rahman Arman & Öner Özçelik. (2015). Developing an Asynchronous Online Language Course for Dari and Pashto. *American Council on the Teaching of Foreign Languages* (ACTFL). San Diego, CA. November, 2015.

Özçelik, Öner. (2015). L2 acquisition of Default-to-Opposite-Edge stress: the case of Mongolian. *25th Annual Conference of the European Second Language Association* (EUROSLA 2015)*, Aix-en-Provence, France, September.

Özçelik, Öner. (2015). Acquiring the world's most difficult stress pattern: L2 Khalkha Mongolian and "Conflicting Directionality". Paper presented at the *13th Biennial Conference on Generative Approaches to Second Language Acquisition* (GASLA 13). Indiana University, Bloomington, IN, March 2015.

Özçelik, Öner & Rex Sprouse. (2014). L2 acquisition of Turkish vowel harmony and knowledge of the universal 'No Crossing Constraint'. Poster presented at *Boston University Conference on Language Development 39* (BUCLD 39). Boston, MA, November 2014.

Özçelik, Öner. (2014). Word stress in Turkic languages: the case of Kazakh, Uyghur and Uzbek. Paper to be presented at the 17th International Conference on Turkish Linguistics (ICTL 17). MIT, Rouen, France, September 2014.

Guilfoil, Michelle, Juliana Wijaya, Lenore Yaffee Garcia, & Öner Özçelik. (2014). Making language learning relevant and compelling. (Joint presentation with U.S. Department of

Education's International and Foreign Language Education (IFLE) office). Language Matters strand, Global Learning Conference, Asia Society. Brooklyn, NY, June, 2014.

Özçelik, Öner. (2014). 'Stress' or 'Intonational prominence'? Word accent in Kazakh, Turkish, Uyghur and Uzbek. Paper presented at the 10th Workshop on Altaic Formal Linguistics (WAFL 10). MIT, Cambridge, MA, May 2014.

Özçelik, Öner. (2013). L1 effects on the acquisition of prosody in Kazakh, Turkish and Uzbek: evidence for UG. Paper presented at Second Language Research Forum 32 (SLRF 32), Brigham Young University, Provo, UT. October.

Özçelik, Öner. (2013). L2 acquisition of word stress: towards a prosodic acquisition path. Paper presented at Generative Approaches to Language Acquisition 2013 (GALA 2013), University of Oldenburg, Oldenburg, Germany, September 2013.

Belikova, Alyona, Tanja Kupisch, Deniz Akpinar, Öner Özçelik, Ilse Stangen & Lydia White. (2013). Definiteness effect in adult German-Turkish bilinguals. Paper presented at Interdisciplinary Approaches to Multilingualism 2013 (IAM 2013), University of Calgary, Alberta, August 2013.

Özçelik, Öner. (2013). L2 acquisition of stress: the case of Turkish. Paper presented at the 12th Biennial Conference on Generative Approaches to Second Language Acquisition (GASLA 12). University of Florida, Gainesville, FL, April 2013.

Özçelik, Öner. (2013). Selectivity in L3 transfer: effects of typological and linguistic similarity in the L3 Turkish of Uzbek-Russian bilinguals. Paper presented at Generative Linguistics in the Old World 36 (GLOW 36). Lund University, Lund, Sweden, April 2013.

SELECTED GRANTS, HONORS, AND AWARDS

Co-PI, Indiana University Ostrom & CAHI grants for conference organization: "Generative Approaches to Language Acquisition North America 9" – $6,468 & $6,000, 2018 & 2017

SGIS Faculty Research Grant, $2,500, 2018 & 2017

Principal PI, Indiana University Office of the Vice Provost for Undergraduate Education, Phase I Scholarship of Teaching and Learning (SOTL) Grant, 2015-2016

Trustees Teaching Award, Indiana University, 2015

Principal PI, Mellon Innovating International Research, Teaching and Collaboration Innovative Workshop grant (Andrew W Mellon Foundation), for the organization of an "Intensive Workshop on Distance Teaching and Learning for Less Commonly Taught and Critical Languages" at IU - $5,000.00, 2014

Co-PI, Indiana University Ostrom & CAHI grants for conference organization: "Conference on Central Asian Languages and Linguistics 1" – $5,000 & $5,000, 2014 & 2013

Trustees Teaching Award, Indiana University, 2013

PI, Indiana National Guard grant for the organization of a seven-day seminar under CeLCAR on Afghan Languages and Cultures. - $13,403.00, 2013

Co-PI/Founding Director, Indiana University Turkish/Turkic Flagship Program, National Security Education Program (NSEP), Department of Defense – $1,500,000, 2012

Faculty of Arts Graduate Student Teaching Award, McGill University, 2008

LANGUAGES

Turkish (Native), English (native-like), Azerbaijani (Advanced), Turkmen (Advanced), French (Low intermediate), German (Low intermediate), Mandarin (Beginner), and various levels of research knowledge on Turkic languages, such as Kazakh, Kirghiz, Uyghur, and Uzbek.

DAVE BAER, CeLCAR Assistant Director since 2006

EDUCATION
MBA*, Business,* Brigham Young University, Provo, Utah, 1983
BS*, Computer Science*, Brigham Young University, Provo, Utah, 1981

RELEVANT PROFESSIONAL EXPERIENCE
Assistant Director, Center for Languages of the Central Asian Region, Indiana University, 2007-
Present
- Provide administrative assistance to the director and communicate in a professional capacity on his behalf both within IU and with external professional and academic organizations
- Manage daily operations of center, including responding to center communications
- Oversee center staffing, including advertising, interviewing, and drafting contracts
- Track ongoing project progress via monthly progress reports and communicate accordingly with staff and developers
- Submit monthly reports to the director on center operations and progress
- Secure additional funding sources for ConCALL, including professional sponsors, exhibitors, and program advertisement

Team Leader, Online Course Development Team, Center for Languages of the Central Asian Region, Indiana University, 2014-Present
- Coordinate with IU's Center for Innovative Teaching and Learning (CITL), Online Instructional Design and Development (OIDD), Office of Online Education (OOE), and others to ensure most recent trends, technologies, and organizational policies are followed for developing materials for online courses in Central Asian languages.
- Lead intermittent online course meetings with pertinent members of the Language Project Teams (LPTs)

Coordinator, Military Seminar for Afghan Languages and Cultures, Center for Languages of the Central Asian Region, Indiana University, 2008-2013
- Coordinated training for over 1,200 soldiers and government personnel in Dari and Pashto languages and multicultural issues, in seminars from 5 to 25 days in length, for US Army, Navy, Air Force, Marines, US State Department, and USAID

Accounting Representative, Indiana University, Center for Languages of the Central Asian Region, 2006-2007
- Processed financial documents (using HRMS, FIS, and EPIC), including managing payroll and departmental and federal grant accounts
- Coordinated and arrange meetings, travel, conferences, and workshops
- Communicated with customers, guests, and vendors to ensure satisfaction, resolve problems, and find opportunities for improvement

LANGUAGES
Spanish, Arabic, Dari, Japanese, Kazakh, Mandarin Chinese, Pashto, Persian/Farsi, Russian, Turkish, Turkmen, Uzbek, Welsh, American Sign Language

FROOZAN AMIR SAFI, CeLCAR Accounting Representative since 2007

EDUCATION
A.S., *Business Administration*, Ivy Tech State College, Bloomington, IN, 2002

RELEVANT PROFESSIONAL EXPERIENCE
Accounting Representative, Center for Languages of the Central Asian Region (CeLCAR) and National African Languages Research Center (NALRC), Indiana University, Bloomington, IN, 2007-Present
- Process financial documents (using HRMS, FIS, and EPIC), including preparing budget reports, managing staff payroll, and departmental spending of university and federal grant accounts under the supervision of the college's fiscal officer
- Provide administrative assistance to the director
- Coordinate and arrange meetings and travel for center Director and distinguished center guests
- Assist in the coordinating of center conferences and workshops, including the Conference on Central Asian Languages and Linguistics
- Prepare and ship orders, for example textbook orders
- Communicate with customers, guests, and vendors to ensure satisfaction, resolve problems, and find opportunities for improvement

Office Service Assistant, FASE Mentoring Program, Academic Support & Diversity, Indiana University, Bloomington, IN, 2007
- Supervised six student employees
- Used IU software programs for processing financial documents (FIS, EPIC, IUIE)
- Arranged office travel
- Performed administrative duties (answering phones, processing payroll, responding to emails, and filing)

Administrative Assistant, Asian Cultural Center, Indiana University, Bloomington, IN, 2004-2005
- Coordinated and planned travel arrangements for students and guest speakers
- Organized, structured, and prioritized vital information pertinent to students
- Demonstrated ability to make critical decisions with a high degree of competency
- Processed student payroll and facilitated the hiring process

RELEVANT SKILLS
Microsoft Office (including Word, Outlook, Excel, and PowerPoint)

LANGUAGES
Native Farsi Speaker

AMBER KENNEDY KENT, CeLCAR Language Instructional Specialist since 2009

EDUCATION
Graduate Certificate, *Instructional Systems Design*, Indiana University, 2014
M.A., *TESOL & Applied Linguistics*, Indiana University, Bloomington, IN, 2005
M.A., *Computational Linguistics,* Indiana University*,* Bloomington*,* IN, 2005
B.A., *English*, Old Dominion University, Norfolk, VA, 2005

RELEVANT PROFESSIONAL EXPERIENCE
Language Instructional Specialist, Center for Languages of the Central Asian Region, Indiana
   University, Bloomington, IN, 2009-present.
ConCALL Coordinator, Conference on Central Asian Languages and Linguistics, Center for
   Languages of the Central Asian Region, Indiana University, Bloomington, IN, 2013-present.
Director, Language Learning Center, Bowling Green State University, Bowling Green, OH,
   2006 -2009
Adjunct Instructor, English Department, Bowling Green State University, Bowling Green, OH,
   2007 –2009
ESL Teacher (K-12), Virginia Beach City Public Schools, Virginia Beach, VA, 2005-2006

SELECTED PUBLICATIONS
Özçelik, Öner & Kent, A. K. (In preparation - proposal accepted). *Designing Effective Language
   Learning Materials for Less Commonly Taught Languages*. Georgetown University Press.
Özçelik, Öner & Kent, A. K. (Eds.) (2017). Proceedings from the *3rd Conference on Central
   Asian Languages and Linguistics (ConCALL-3), Vol 3*. IUScholarWorks.
Özçelik, Öner & Kent, A. K. (2015). Research-Informed Online Language Course Design and
   Development for Least Commonly Taught LCTLs: The case of Introductory Dari, Pashto, and
   Uyghur. *Journal of the National Council of Less Commonly Taught Languages*. 14. 25-61**.**
Özçelik, Öner & Kent, A. K. (Eds.) (2015). Proceedings from the *2nd Conference on Central
   Asian Languages and Linguistics (ConCALL-2), Vol 2*. IUScholarWorks.

SELECTED CONFERENCE AND WORKSHOP PRESENTATIONS
Özçelik, Ö., Arman, R., & Kent, A. K. Project-Based Language Learning (PBLL) Instruction in
   an Online Language Learning Environment: A case study in Pashto. *American Association for
   Applied Linguistics (AAAL)*, Chicago, IL, March 23-27, 2018.
Kent, A. and Nazarova, G. Developing High Quality Curriculum and Textbook Materials for
   LCTLs: A case study of Uyghur. *3rd Conference on Central Asian Languages and Linguistics*,
   Bloomington, IN, March 2-4, 2018.
Arman, R., Kent, A. K, & Sexton, S. Designing an Afghan Heritage Language Program for
   Community Colleges *3rd Conference on Central Asian Languages and Linguistics*,
   Bloomington, IN, March 2-4, 2018.
Özçelik, Ö., Arman, R., & Kent, A. Developing an Asynchronous Online Language Course for
   Dari and Pashto. *American Council on the Teachings of Foreign Languages (ACTFL) Annual
   Convention and World Languages Expo*, San Diego, CA, November 20-22, 2015.
Kent, A. K. Designing Interactive Webquests for the Language Classroom. *2008 Ohio Foreign
   Languages Association (OFLA) Conference*, Cincinnati, OH, April 3-5, 2008.

SUKHROB KARIMOV, CeLCAR Financial Systems/ICT Specialist since 2008

EDUCATION

M.PA., *School of Public and Environmental Affairs*, Indiana University, Bloomington, IN, 2008

B.S., *School of Engineering Business and Management*, Tajik Technical University, Dushanbe, Tajikistan, 2005

Certificate, *Web Design and Development*, Tajik Technical University, Dushanbe, Tajikistan, 2004

RELEVANT PROFESSIONAL EXPERIENCE

Financial Systems/ICT Specialist, Center for Languages of the Central Asian Region, Indiana University, Bloomington, IN, 2008-present

Database Manager and Web Developer, Indiana University, Bloomington, 2007-2008

Slavic and Central Asian Materials Assistant, Technical Services Department, Herman B Wells Library, Indiana University, Bloomington, IN, 2006-2007

Lead Website Developer, The Academy of Sciences of the Republic of Tajikistan, Dushanbe, Tajikistan, 2004-2006

Graphic and Web Designer, University of Central Asia (UCA), Dushanbe, Tajikistan, 2002-2005

SELECTED CONFERENCE AND WORKSHOP PRESENTATIONS

Karimov, S. Developing Interactive Online Courses, *Center for Innovative Teaching and Learning*, Indiana University, Bloomington IN, March 22, 2017.

Karimov, S. et al. Online Course Design and Development for LCTLs, *Workshop on Online LCTL Teaching*, Indiana University, Bloomington IN, May 22, 2015.

Karimov, S. et al. M-Learning: Adding Mobile to Your Learning Environment, *Conference on Central Asian Languages and Linguistics (ConCALL)*, Bloomington, IN, May 16-17, 2014.

Karimov, S. et al. Technology in Teaching and Evaluating Languages Skills, *2013 National Council of Less Commonly Taught Languages Conference (NCOLCTL)*, Chicago, IL, April 25-28, 2013.

SELECTED GRANTS, HONORS, AND AWARDS

Mobile Design - Adobe Design Achievement Awards Semifinalist Certificate, March 2012

Application Development - SONY Ltd., AIR App Challenge for SONY, November 2011

Pashto Script Tutorial App - "Most Compelling Academic Application", BlackBerry® Developer Challenge, October 2011

RELEVANT SKILLS

Software: Adobe CC and Adobe CS6.0 Design and Production premiums, SQL Server 2008/R2/2012, SharePoint 2012, Adobe Flash/Flex Builder, Eclipse IDE

Programming Languages: Action Script 3.0, MXML, Flex, C#, PHP, Java, ASP, JavaScript, jQuery, Angular, NodeJs, Perl, Python, SQL, XHTML, XML, HTML5, CSS3

LANGUAGES

Russian, Tajik, Dari, Farsi, Shughni

PROFESSOR REX A. SPROUSE, Coordinator of the CA Language Acquisition Projects, since 2014

EDUCATION
Ph.D., Germanic linguistics, Princeton University, 1989
M.A., Germanic linguistics, Princeton University, 1983
B.A., Comparative literature and German (minor: Russian literature), Hiram College, 1979

RELEVANT PROFESSIONAL EXPERIENCE
Professor, Second Language Studies, Indiana University, 2014-Present
Henry H.H. Remak Professor, Indiana University, 2011-2014
Professor, Germanic & Second Language Studies, Indiana University, 2006-2014
Associate Professor (1999-2006), *Assistant Professor (1994-1999)*, Germanic Studies, Indiana University
Assistant Professor (1989-1994), Instructor (1988-1989), Germanic Philology, Harvard University, 1989-1994
Assistant Professor, German, Eastern Oregon State College, 1986-1988
Visiting Assistant Professor, German and Linguistics, Bucknell University, 1985-1986

CURRENT RESEARCH INTERESTS
Second and additional language acquisition; Structure and history of languages of Europe and Turkic languages; Language contact

SELECTED PUBLICATIONS
Bardovi-Harlig and Sprouse (published online, 2017; scheduled to appear in print, 2018) Negative and positive transfer. In *The TESOL encyclopedia of English language teaching*, ed, by John I. Liontas.Hoboken, NJ: Wiley.

Özçelik and Sprouse. (2017). Emergent knowledge of a universal phonological principle in the L2 acquisition of vowel harmony in Turkish: A 'four'-fold poverty of the stimulus in L2 acquisition. *Second Language Research*. 33.179-206.

Schwartz and Sprouse. (2017). Universal Grammar and second language acquisition. *The Oxford handbook of Universal Grammar*, ed. by Ian Roberts, 289-304. Oxford: Oxford University Press.

Özçelik and Sprouse. (2016). Decreasing dependence on orthography in phonological development: Evidence from vowel harmony in English-Turkish interlanguage. Second language acquisition of Turkish, ed. by Ayşe Gürel, 49-72. Philadelphia,PA: John Benjamins.

Özçelik and Sprouse. (2016). Acquisition of Turkish vowel harmony in low-frequency and zero-frequency contexts: Evidence for Full Access in L2 phonology. *BUCLD 40 online proceedings supplement*, ed. by Jennifer Scott and Deb Waughtal, Somerville, MA: Cascadilla Press.

Sprouse. (2016). What are generative models models of? *GASLA 13: Proceedings of the 13th Generative Approaches to Second Language Acquisition Conference*, ed. by David Stringer, Jordan Garrett, Becky Halloran, and Sabrina Mossman, 1-13. Somerville, MA: Cascadilla Press.

Özçelik and Sprouse. (2015). L2 acquisition of Turkish vowel harmony and knowledge of the universal 'No Crossing' Constraint. *BUCLD 39 online proceedings supplement*, ed.by Elizabeth Grillo, Kyle Jepson, and Maria LaMendola, Somerville, MA: Cascadilla Press.

YUCEL YILMAZ, Coordinator of the CA Language Teaching Research Project, since 2014

EDUCATION
Ph.D., *Multilingual/Multicultural Education*, Florida State University, Tallahassee, FL, 2008.
Ms.Ed., *Teaching English to Speakers of Other Languages*, University of Pennsylvania, Philadelphia, PA, 2004.
B.A., *American Culture and Literature*, Istanbul University, Istanbul, Turkey, 2000.

RELEVANT PROFESSIONAL EXPERIENCE
Assistant Professor, Indiana University, Bloomington, IN, 2012-present.
Assistant Professor, Sakarya University, Sakarya, Turkey, 2010-2012.
Postdoctoral Fellow, University of Calgary, Calgary, Canada, 2008-2009.

SELECTED PUBLICATIONS
Yilmaz Y., & Granena, G., Meyer, Z. (In press). The role of explicit language aptitude on the relative effects of explicit, implicit and mixed feedback. In G. Granena, D. Jackson, & Y. Yilmaz (Eds.), *Cognitive individual differences in L2 processing and acquisition*. Amsterdam: John Benjamins.

Yilmaz, Y. & Koylu, Y. (In press). The interaction between phonetic coding ability and feedback exposure condition. In G. Granena, D. Jackson, & Y. Yilmaz (Eds.), *Cognitive individual differences in L2 processing and acquisition*. Amsterdam: John Benjamins.

Arroyo, D., & Yilmaz, Y. (In press). An open for replication study: The role of feedback timing in synchronous computer-mediated communication. *Language Learning*, 68.

Yilmaz, Y. (2016). The effectiveness of explicit correction under two different feedback exposure conditions. *Studies in Second Language Acquisition*, 38, 65-96.

Yilmaz, Y., & Granena, G. (2016). The role of cognitive aptitudes for explicit language learning in the relative effects of explicit and implicit feedback. *Bilingualism: Language and Cognition*, 19, 147-161.

Granena, G., Jackson, D.O., & Yilmaz, Y. (Eds.). (2016). *Cognitive individual differences in second language processing and acquisition*. Amsterdam, Netherlands: John Benjamins.

Yilmaz, Y. (2013). Relative effects of explicit and implicit feedback: The role of working memory capacity and language analytic ability. *Applied Linguistics*, 34, 344-368.

Yilmaz, Y. (2012). The relative effects of explicit correction and recasts on two target structures via two communication modes. *Language Learning*, 62, 1134–1169.

Yilmaz, Y. (2011). Task effects on focus on form in synchronous computer-mediated communication. *The Modern Language Journal*, 95, 115-132.

Goo, J., Granena, G., Yilmaz, Y., & Novella, M. (2015). Implicit and explicit instruction in L2 learning: Norris & Ortega (2000) revisited and updated. In P. Rebuschat (Ed.), *Implicit and explicit learning of languages* (pp. 443-483). Amsterdam: John Benjamins.

Yilmaz, Y. (2013). The relative effectiveness of mixed, explicit and implicit feedback. *System*, 41(3), 691-705.

Yilmaz, Y., & Yuksel, D. (2011). Effects of communication mode and salience on recasts: A first exposure study. *Language Teaching Research*, 15, 457-477.

Yilmaz, Y., & Granena, G. (2010). The effects of task type in synchronous computer-mediated communication. *ReCALL Journal*, 22 (1), 20-38.

SUN-YOUNG SHIN, CeLCAR Language Assessment Expert since 2007

EDUCATION
Ph.D., *Applied Linguistics*, University of California, Los Angeles (UCLA), 2007
M.A., *English as a Second Language*, University of Hawai'i at Mānoa, 2002
B.A., *English Language and Literature*, Korea University, Seoul, Korea

RELEVANT PROFESSIONAL EXPERIENCE
Associate Professor, Second Language Studies, Indiana University, Bloomington, Indiana, 2017-
    Present,
Assistant Professor, Second Language Studies, Indiana University, Bloomington, Indiana, 2011–
    2017
Test Developer & Researcher, Korean Language Proficiency Test (Level I, II, & III), Los
    Angeles Unified School District (LAUSD), 2004 – 2006

SELECTED PUBLICATIONS
Long, A., Shin, S.-Y., Geeslin, K., & Willis, E. (2018). Does the test work? Evaluating a web-
    based language placement test. *Language Learning & Technology, 22,* 137-156.
Shin, S.-Y., & Lidster, R. (2017). Evaluating standard setting methods in an ESL placement
    testing context. *Language Testing, 34*, 357-381.
Joaquin, A., Kim, H., & Shin, S.-Y. (2016) Examining prewriting strategies in L2 Writing: Do
    They Really Work? *ASIAN EFL Journal*, 18(2), 156-189.
Shin, S.-Y., Lidster, R., Sabraw, S., & Yeager, R. (2016). The effects of L2 proficiency
    differences in pairs on idea units in a collaborative text reconstruction task. *Language
    Teaching Research, 20,* 366-386.
Su, Y., & Shin, S.-Y. (2015). Test Review: The New HSK. *Iranian Journal of Language
    Testing*,5, 91-103.
Ewert, D., & Shin, S.-Y. (2015). Examining instructors' conceptualizations and challenges in
    designing a data-driven rating scale for a reading-to-write task. *Assessing Writing*, *26*, 38-50.
Shin, S.-Y., & Ewert, D. (2015). What accounts for integrated reading-to-write task scores?
    Language Testing, 32, 259-281.
Bardovi-Harlig, K., & Shin, S.-Y. (2014). Expanding traditional testing measures with tasks
    from L2 pragmatics research. *Iranian Journal of Language Testing*, 4, 26-49.

SELECTED CONFERENCE AND WORKSHOP PRESENTATIONS
Shin, S.-Y., Lidster, R., & Lee, S. *The effects of different English varieties on listening
    comprehension test.* Paper presented at American Association for Applied Linguistics
    (AAAL), Chicago, IL, March 23-27, 2018.
Shin, S.-Y., Lee, S., & Park, Y. (2018, March). Exploring rater behaviors on handwritten and
    typed reading-to-write essays using FACETS. Paper presented at *Language Assessment
    Research Conference (LARC),* Ames, IA, March 2018.
Shin, S.-Y., Cho, S., Kim, H., Moon, S., & Park, M. (2016, April). Developing and validating
    outcomes-based self-assessments for measuring reading proficiency of Korean as a foreign
    language. Paper presented at *American Association for Applied Linguistics (AAAL)*, Orlando,
    FL, April 2016.

LANGUAGE DEVELOPERS

DINARA ABAKIROVA, CeLCAR Kirghiz Language Developer since 2017

EDUCATION
B.A./M.A., *Simultaneous Interpretation*, International Alatoo University, Bishkek, Kyrgyzstan, 2012

RELEVANT PROFESSIONAL EXPERIENCE
Kyrgyz Language Teaching Assistant, Central Eurasian Studies Department, Indiana University, Bloomington, Indiana, 2016-2017
Language and Translation Instructor, Simultaneous Interpretation Department, International Alatoo University, Bishkek, Kyrgyzstan, 2012-2016
Kyrgyz and English Language Instructor, The London School in Bishkek, Kyrgyzstan, 2010-2012

SELECTED PUBLICATIONS
Abakirova, Dinara. (2016). Translation of Puns from English into Kyrgyz. *Alatoo Academic Studies: Papers from the VIII International Conference on Building Cultural Bridges: Integrating Languages, Linguistics, Literature, Translation, Journalism, Business and Economics Journal*, Bishkek, Kyrgyzstan.
Abakirova, Dinara. (2015). Correlation between Linguopoetics and Linguostylistics. *Papers from VII International Conference on Building Cultural Bridges: Integrating Languages, Linguistics, Literature, Translation, Journalism, Business and Economics Journal*, Almaty, Kazakhstan.
Abakirova, D, Sadykov,T & Zakirov, A. (2014). *English-Russian-Kyrgyz Dictionary of Computer Terms,* Bishkek, Kyrgyzstan.
Abakirova, Dinara. (2009). The Same Blood Flows in You and Me, *Many Languages –One World*, Bishkek, Kyrgyzstan.

SELECTED CONFERENCE AND WORKSHOP PRESENTATIONS
Teaching Kyrgyz Language with the Help of Skype and Pecha-Kucha, *American Association of Teachers of Turkic Languages*, Harvard University, Cambridge, MA, November 2016.
Translation of Puns from English into Kyrgyz, *VIII International Conference on Building Cultural Bridges: Integrating Languages, Linguistics, Literature, Translation, Journalism, Business and Economics*, International Alatoo University, Bishkek, Kyrgyzstan, April 2016.
Correlation between Linguopoetics and Linguostylistics, *VII International Conference on Building Cultural Bridges: Integrating Languages, Linguistics, Literature, Translation, Journalism, Business and Economics*, Almaty, Kazakhstan, April 2015.
Teaching American Pop-Culture in Translation Departments, the *11th Annual Symposium on the Diverse Culture of the USA in Interdisciplinary Context*, International University of Kyrgyzstan, Bishkek, Kyrgyzstan, May 2014.

LANGUAGES
Kyrgyz, English, Russian, Turkish

DR. RAHMAN A. ARMAN, CeLCAR Afghan Languages Materials Developer since 2007

EDUCATION
Certification, *Language Tester for the Afghan languages of Dari and Pashto*, Master Speaking
  Proficiency Test (MSPT), Department of Justice, 2014
Certification, *Pashto & Dari Language Tester*, ACTFL/ILR, 2010
Certification, *Distance Education*, Indiana University, Bloomington, IN, 2009
M.D., Herat University Medical Faculty School of Medicine, Herat, Afghanistan 2005
B.S., *Biochemistry*, Herat University Medical Faculty School of Medicine, Herat, Afghanistan,
  1997

RELEVANT PROFESSIONAL EXPERIENCE
Lead Developer Afghan Languages, Center for Languages of the Central Asian Region
  (CeLCAR), Indiana University, 2007- Present
Senior Lecturer, Department of Central Eurasian Studies, Indiana University, Bloomington, IN,
  2009-Present
Language Tester, United State Department of Justice, 2012-Present
Language Tester, American Council on the Teaching of Foreign Languages /
  Interagency Language Roundtable, 2010-Present
Language Instructor, South Asia Summer Language Institute, University of Wisconsin-Madison,
  Madison WI, Summer 2014-2016
Lecturer, Center for International Education, Development and Research, Indiana University,
  Bloomington, IN 2015
Language Instructor, Summer Language Workshop, Indiana University, Bloomington, IN, 2010-
  2013
Afghan Languages Expert, Defense Language Institute, Monterey CA, 2011-2013
Translator, Academy for Educational Development (AED), 2007-2011

SELECTED PUBLICATIONS
Arman, R. (2015). *Dari: An Intermediate Textbook*. Washington DC: Georgetown University Press.
Arman, R. (2011). *Dari: An Introductory Textbook*. Washington DC: Georgetown University Press.
Arman, R. (2009). *Dari Script Tutorial Workbook* and CD. Bloomington: CeLCAR.
Arman, R. (2009). *Pashto Script Tutorial Workbook* and CD. Bloomington: CeLCAR.
Arman, R. (2008). *Pashto: Afghan Languages & Cultures Military Textbook*. Bloomington:
  CeLCAR.
Arman, R. (2008). *Dari: Afghan Languages & Cultures Military Textbook*. Bloomington: CeLCAR.

SELECTED CONFERENCE AND WORKSHOP PRESENTATIONS
Arman R., et. al. Designing an Afghan Heritage Language Program for Community Colleges, 3rd
  Conference on Central Asian Languages and Linguistics, Indiana University, Bloomington, IN,
  March 2-4, 2018.
Arman R., et. al. Project-Based Language Learning Instruction in an Online Language Learning
  Environment, 2nd Conference on Central Asian Languages and Linguistics, Indiana University,
  Bloomington, IN, October 7-9, 2016
Arman R., et. al. Developing and Teaching an Asynchronous Online Language Course for Dari and
  Pashto", Workshop on Online LCTL Teaching, *ACTFL*, November 2016.

SIBEL (ARIOGUL) CRUM, CeLCAR Turkish Language Developer

EDUCATION
Ph.D., *Foreign Language Education*, School of Education, Linguistics, Indiana University, Bloomington, IN, 2006.
M.S., *Instructional Systems Technology*, School of Education, Indiana University, Bloomington, IN, In progress.
M.A., *Foreign Language Education*, School of Education, Hacettepe University, Ankara, Turkey, 2001.

RELEVANT PROFESSIONAL EXPERIENCE
Full-time Senior Lecturer, Central Eurasian Studies, School of Global and International Studies, Indiana University, Bloomington, IN, 2012-present.
Turkish Oral Proficiency Tester, American Council on the Teaching of Foreign Languages (ACTFL), Present.
Campus Advisor, Critical Language Scholarship (CLS), Indiana University, Bloomington, IN, 2017-Present.
Advisor, Turkish Flagship Program, School of Global and International Studies, Indiana University, Bloomington, IN, 2016-2017.
Assistant Professor, Foreign Languages Education Department, Hacettepe University, Ankara, Turkey, 2010-2012.
Assistant Professor, Foreign Languages Education Department, Foreign Language Teacher Certification Program, Hacettepe University, Ankara, Turkey, 2010-2012.

SELECTED PUBLICATIONS
Onursal, Ayirir, Ariogul, S. Unal, C. B. (2013). Effects of gender and university major on preparatory school students' use of foreign language learning strategies. *Journal of Education*, 42, 60-71.
Unal, C.B., Onursal Ayirir, I. & Ariogul, S. (2011). The use of foreign language learning strategies by university students learning English, German and French. *Journal of Education*, 41, 473-484.
Ariogul, S. & Uzun, T. (2011). Metaphorical conceptualizations of Arab learners of Turkish. *Procedia-Social and Behavioral Sciences*, 15, 2088-2091.Indexed in Thomson Reuters Conference Proceedings Citation Index-Science (ISI Web of Science).
Ariogul, S. & Uzun, T. (2010). Foreign language teaching for elementary school students through storytelling. *E-Journal of New World Sciences Academy*, 5(4), 1670-1676.
Ariogul, S. & Uzun, T. (2010). Digital video technology in foreign language classes: A case study with 'Lost.' *Language Journal*,142(4),62-70.
Ariogul, S. & Can, N. (2010). "Teaching is a female profession in the eyes of a beholder: Or is it?" *Procedia-Social and Behavioral Sciences*, 2(1), 629-633. Indexed in Thomson Reuters Conference Proceedings Citation Index-Science (ISI Web of Science).
Ariogul, S. (2009). Academic motivations of pre-service English language teachers. *Journal of Education*, 36, 12-19.
Ariogul, S. & Uzun, T. (2009). Too Much Stress? A qualitative study on foreign language learning anxiety. O. Demirel & A. M. Sunbul (Eds.), *Further Education in the Balkan Countries* (pp. 159-166). Konya, Turkey: Education Academy

MUSTAFA DURMAZ, CeLCAR Kurmanji Language Developer since 2016

EDUCATION
Ph.D., *Central Eurasian Studies*, Indiana University, Bloomington, IN, In progress.
M.A., *SLA and Turkic and Iranian Languages*, Central Eurasian Studies, Indiana University, Bloomington, IN, Will complete in 2018.
Certification, *Kurdish (Kurmanji) Language Tester*, ACTFL/ILR, 2017
M.A., *Teaching English As a Second Language*, Northeastern Illinois University, Chicago, IL, 2013
B.A., English Language Teaching, Mersin University, Turkey, 2010

RELEVANT PROFESSIONAL EXPERIENCE
Graduate Assistant, Center for Languages of the Central Asian Region, Indiana University, Bloomington, IN, 2017-present.
Assistant ConCALL Coordinator, Conference on Central Asian Languages and Linguistics, Center for Languages of the Central Asian Region, Indiana University, Bloomington, IN, 2017-present.
Instructor, Zahara Institute, Lincolnwood, IL, Summer 2018
Writing Tutor, Learning Support Center, Northeastern Illinois University, Chicago, 2014-2015
Graduate Assistant, English Language Program, Northeastern Illinois University, Chicago, 2012- 2014
English Teacher, 2010-2011

CURRENT RESEARCH INTERESTS
phonology, phonetics, phonology-morphology interface, language contact

SELECTED CONFERENCE AND WORKSHOP PRESENTATIONS
Durmaz, Mustafa. A phonological analysis of soft <g> in Şanlıurfa dialect of Turkish: a true consonant. *Second Conference on Central Asian Languages and Linguistics* (ConCALL-2). Indiana University, Bloomington, Indiana. October 2016.
Hassan Bokhari, Mustafa Durmaz & Jonathan Washington. An acoustic analysis of vowel insertion at syllable edges in Turkish. *Second Conference on Central Asian Languages and Linguistics* (ConCALL-2). Indiana University, Bloomington, Indiana. October 2016.

SELECTED GRANTS, HONORS, AND AWARDS
Certificate of Excellence in Writing Tutoring, awarded by Learning Support Center at Northeastern Illinois University, 2013.

LANGUAGES
Turkish (Native), Kurdish (Kurmanji) (Native), Persian (Intermediate), Uyghur (Elementary), Spanish (Elementary), German (Reading)

GULNARA GLOWACKI, CeLCAR Kazakh Language Developer

EDUCATION
Ph.D., *Philology,* Eurasian National University, Astana, Kazakhstan, 2009
B.A., *Kazakh Language,* North Kazakhstan State University, Petropavlovsk, Kazakhstan, 2002.
B.A., *Russian Language,* Shokan Ualikhanov State University, Kokshetau, Kazakhstan, 1991.

RELEVANT PROFESSIONAL EXPERIENCE
Senior Lecturer, Department of Germanic, Nordic and Slavic Languages, University of
  Wisconsin-Madison, Madison, WI, 2017-present.
Kazakh Oral Proficiency Tester, American Council on the Teaching of Foreign Languages
  (ACTFL), 2017-present.
Instructor, Intensive Elementary Kazakh, Central Eurasian Studies Summer Institute, University
  of Wisconsin-Madison, Madison, WI 2016-2017.
Assistant Professor, Eurasian National University, Astana, 2013-2015.
Chief of Department for Accreditation and Ranking, Eurasian National University, Astana 2013-
  2015.
Assistant Professor, North Kazakhstan State University, Petropavlovsk, 2009-2013.

CURRENT RESEARCH INTERESTS
Comparative Russian & Kazakh language pedagogy methods; Methodologies and cross-cultural
  communication in languages, literature and culture.

SELECTED PUBLICATIONS
Glowacki, G. (2014). Language and Culture in Intercultural Communication, *Education System
  of Kazakhstan International Scientific Conference*, Moscow, Russia, 425-433.
Glowacki, G. (2011). The use of blogs in educational and curriculum development purposes,
  Journal of Republic Scientific Conference, Petropavlovsk North Kazakhstan State University,
  Kazakhstan, 123-125.
Glowacki, G. (2007). Peculiarities of predictable situations of unfulfilled action in structures
  with modal meaning, *Journal of Republic Scientific and Practical Conference*, Oskemen,
  Kazahkstan, 82-87.

SELECTED CONFERENCE AND WORKSHOP PRESENTATIONS
Intercultural competence in the sphere of teaching foreign languages, Eurasian Humanitarian
  Institute, Astana, Kazakhstan, 2009.
Communicative and pragmatic potential of structures with modal meaning, Kazakh National
  University, Almaty, Kazakhstan, 2009.

SELECTED GRANTS, HONORS, AND AWARDS
Commendation for Considerable Contribution to Organizing and Managing Common National
  Examination, Ministry Of Education and Science of the Republic of Kazakhstan, 2009.

LANGUAGES
Fluent in Russian, Kazakh, and English

MALIK HODJAEV, Uzbek Language Developer, since 2014

EDUCATION
Ph.D. Candidate and Researcher, Samarkand State University, Language Pedagogy Program,
  Working on Dissertation: "Intensive Methods of Teaching Uzbek as a Foreign Language".

RELEVANT PROFESSIONAL EXPERIENCE
Senior Lecturer, Department of Central Eurasian Studies, Indiana University, Bloomington, IN,
  2002-present

SELECTED PUBLICATIONS
  Hodjaev, M. (2006). *Intensive Uzbek Language Courses in the USA, Til va Adabiyot ta'limi,*
    Tashkent, Uzbekistan.
  Hodjaev, M. (2005). *Intensive Methods of Teaching Uzbek via ITV, Til va Adabiyot ta'limi,*
    Tashkent, Uzbekistan.
  Hodjaev, M. (2004). *Teaching Uzbek as a Foreign Language. Til va adabiyot ta'limi,*
    Tashkent, Uzbekistan.
  Suleymanov, M. & Hodjaev, M. (2002). *Culture of Communication. Uzbek-English phrase-
    book,* Samarkand, Uzbekistan, MChJ Tong.
  Hodjaev, M. (2001). *Language Center of the World Standard. Ma'rifat Nuri,* Samarkand,
    Uzbekistan.
  Hodjaev, M. (2001). *Language is the Key to the World,* Zarafshon, Samarkand, Uzbekistan.
  Hodjaev, M., Ryasnaya, T.B. & Molyavskaya, M.Y. (1999). *English for the Youngest,*
    Samarkand, Uzbekistan, MChJ Tong.
  (1999). *Intensive Way of Learning English,* Ulugbek Vorislari, Samarkand, Uzbekistan.

SELECTED CONFERENCE AND WORKSHOP PRESENTATIONS
Technophobia in Language Course Development. Co-presented with Valeria Varga and Xiaojing
  Kou. *ACTFL Annual Conference,* Nashville, TN, USA, November 17-19, 2017.
Prospects of Teaching Uzbek Language Online. *CESS Annual Conference,* University of
  Washington, Seattle, WA, October 5-8, 2017.
Teaching and Learning Uzbek Grammar. *The Fourteenth Annual Central Eurasian Studies
  Conference*, IU, Bloomington, IN, USA (March 2007).
Lexical Changes in Uzbek Since the Mid-1980, John A. Ericson, Umida Khikmatillaeva, Malik
  A. Hodjaev, *Central Eurasian Studies Society, Seventh Annual Conference*, UM, Ann Arbor,
  Michigan, September 2006.
Intensive Methods of Teaching Uzbek Language, *The Thirteenth Annual Central Eurasian
  Studies Conference*. IU, Bloomington, Indiana, April 2006.

SELECTED GRANTS, HONORS, AND AWARDS
Summer Online Language Course Development Fellowship, Center for Language Excellence,
  Indiana University, Bloomington, IN, March, 2017
Trustees Teaching Award in the "Non-Tenure Track Faculty Group in 2013,"
Indiana University, Bloomington, IN, March, 2013
Excellence in Education National Award (medal),
Ministry of Education of the Republic of Uzbekistan, Tashkent, Uzbekistan, August, 1997

TSERENCHUNT LEGDEN, CeLCAR Mongolian Language Developer since 2014

EDUCATION
M.A., *Comparative Study of Mongolian and English Voices*, University of Humanities, Ulaanbaatar, Mongolia, 1997
B.A., *Russian Language and Literature*, Pedagogical University of Irkutsk, Russia, 1980

RELEVANT PROFESSIONAL EXPERIENCE
ACTFL OPI Tester of Mongolian with Full Certification, 2016
Senior Lecturer, Department of Central Eurasian Studies, Indiana University, Bloomington, IN, 2000-present
Instructor, Mongolian Language and Culture, Seoul, South Korea, 1999

CURRENT RESEARCH INTERESTS
Second Language Acquisition, Teaching Mongolian as a Foreign Language, the Phonology of Mongolian, Bilingual dictionary, Comparative Study of Mongolian and English.

SELECTED PUBLICATIONS
Legden, T. & Purev, U. (2000, 2004, 2008, 2016)*English-Mongolian and Mongolian-English Mini Dictionary*. Ulaanbaatar, Mongolia.
Legden, T. & Luethy, S. (2000, 2004, 2008, 2011, 2014). *Sain baina uu? Mongolian Language Textbook One*. Ulaanbaatar, Mongolia.
Legden, T. & Luethy, S. (2001, 2005, 2008, 2013). *Sain baina uu? Mongolian Language Textbook Two*, Tserenchunt Legden and Sharon Luethy, Ulaanbaatar, Mongolia.
Legden, T. & Luethy, S. (2003, 2008, 2011). *Sain baina uu? Mongolian Language Textbook Three*, Tserenchunt Legden and Sharon Luethy, Ulaanbaatar, Mongolia.
Legden, T. (2008, 2009) Review of Colloquial Mongolian: An Introductory Intensive Course by Lubsangdorji and Jaroslab Vacek, Mongolian Studies, *Journal of The Mongolia Society*, vol. XXX and XXXI, pp.118-121.
Legden, T. (2006) Pursuing the historical traces of the Mongol Empire's ancient capital Kharhorin: Is its name "Kharkhorin" or "Kharkhorom?" *The Scientific Journal of the Academy of Science*, Ulaanbaatar, Mongolia.

SELECTED CONFERENCE AND WORKSHOP PRESENTATIONS
Legden, T. Phono semantics in Mongolian, *Conference on Central Asian Languages and Linguistics (ConCALL-3)*, Indiana University from March 2-4, 2018.
Legden, T. Teaching Mongolian at Indiana University and in the USA, *Fall Annual Conference of Japanese Association for Mongolian Studies*, University of Shiga Prefecture, Hikone, Japan, November 18-19, 2017.
Legden, T. Exploring the Effectiveness of the Distance Language Classroom, *14th Annual Conference of National Council of Less Commonly Taught Languages*, Madison, WI, April 6-9, 2011.

SELECTED GRANTS, HONORS, AND AWARDS
Order of the Polar Star of the Republic of Mongolia, President of Mongolia, 2011
Medal "Distinguished Worker in the Field of Education", the Ministry of Education, 2000

GULNISA NAZAROVA, CeLCAR Uyghur Language Developer since 2005

EDUCATION
Certificate of Distance Education, *System Planning and Management*, Indiana University,
   Bloomington, IN, 2009
PhD, *Philological Sciences*, Institute of Linguistics, Almaty, Kazakhstan, 1992
MA, *Russian Language and Literature*, Ivanovo State University, Russia, 1987

RELEVANT PROFESSIONAL EXPERIENCE
John D. Soper Senior Lecturer (CEUS), Department of Central Eurasian Studies, Indiana
   University, Bloomington, IN, 2005-Present
Uyghur Language Tester, American Council on the Teaching of Foreign Languages/Interagency
   Language Roundtable Oral Proficiency Interview (ACTFL/ILR OPI) (2012)
Consulting Evaluator for Radio Free Asia (RFA) Uyghur Broadcasting Service
Uyghur Language instructor, Intensive Distance Uyghur ,Yale University, 2009
Senior Lecturer, Tashkent State Institute of Oriental Studies, 1994-2005

CURRENT RESEARCH INTERESTS
Uyghur language and culture; Comparative lexicology of Turkic languages; Problems of
   Etymology; Ethnography; Methods of Teaching; Uyghur Migration in 1950s and 1960s from
   Xinjiang to the Soviet Central Asia (current).

SELECTED PUBLICATIONS
Nazarova, G. & Niyaz. K. (2016). *An Intermediate Uyghur textbook "Voices from the
   Tengritagh"* Washington, DC: Georgetown University Press.
Nazarova, G. & Niyaz. K. (2013). *An Elementary Uyghur Textbook "Voices from the
   Tengritagh,"* Washington, DC: Georgetown University Press.
Nazarova, G. (2015), Teaching Uyghur at Indiana University (in French and Uyghur languages),
   Uyghurlargha Nezer, Paris, France.

SELECTED CONFERENCE AND WORKSHOP PRESENTATIONS
Nazarova, G., Soviet Union as the Land of Paradise: Reconsidering the Uyghur Exodus in the
   1950s and 1960s from China to Soviet Central Asia, *Conference on Central Asia and
   Migration through the Perspective of Oral History* (in the 20th century), Prague, Czech
   Republic, 2016.
Nazarova, G., On Uyghur Names and Nicknames: What are behind the words? *Central Eurasian
   Studies Summer Institute*, University of Wisconsin, Madison, 2016.
Nazarova, G., Teaching Uyghur and Teaching about Uyghurs at Indiana University" at the *Week
   of Uyghur Studies Conference*, Paris, France, 2013.

SELECTED GRANTS, HONORS, AND AWARDS
The Trustees Teaching Award in the At-Large NTT Faculty competition. 2015

LANGUAGES
Uyghur, Uzbek, Russian, English, Turkish; high level of comprehension of other Turkic
   languages such as Azeri, Kazakh, Kyrgyz, Turkmen

UVSH PUREV, CeLCAR Assistant Mongolian Language Developer since 2017

EDUCATION
Ph.D., *Foreign Language Education*, State Pushkin Institute of Russian Language, Moscow, Russia, 1990
B.A., *Russian language and literature*, State Pedagogical University of Mongolia, Ulaanbaatar, Mongolia, 1977

RELEVANT PROFESSIONAL EXPERIENCE
Visiting Scholar, Indiana University, Bloomington, 2012-Present
Head of training unit of the School of Management, Academy of Management (AoM), Ulaanbaatar, Mongolia, 2010 -2012

SELECTED PUBLICATIONS
Purev, U. (2014). *History of American Higher Education*, Ulaanbaatar, Mongolia.
Purev, U. (2012). *American Education*, Ulaanbaatar, Mongolia.
Purev, U. (2014). Current Situation and Trends in Preparing Education Managers in American Universities, in *Theory and Practices Issues of Management,* pp. 98-107.
Purev, U. (2014). *American Articles*, Ulaanbaatar, Mongolia.
Purev, U. (2009). *Explaining Teachers the Features of Andragogical Teaching Methods*, Ulaanbaatar, Mongolia.
Purev, U. (2014). *Textbook of Human Development*, Ulaanbaatar, Mongolia: UN Development Program.
Purev, U. & Legden, T. (2016, 2004, 1999)*English-Mongolian and Mongolian-English mini Dictionary*, Ulaanbaatar, Mongolia.
Purev, U. *(*2000*). Advice to Teachers on Contemporary Teaching Methodology*, Ulaanbaatar, Mongolia.

SELECTED CONFERENCE AND WORKSHOP PRESENTATIONS
Purev, U. "Analysis of Trends in Remittances to Mongolia from Mongolian American Community," *12th Annual Mongolian Studies Conference*, Washington D.C. (2018).
Purev, U. "The Foundations of Success," Workshop for young professionals organized by Tsahim Urtuu of *North America (TUNA) and Mongolian Cultural Organization*, Ann Arbor, MI, 2016.
Purev, U. "Current Situation and Trends of Business Education in the USA," at the *Research Conference Dedicated to the 90th Anniversary of the Academy of Management*, Ulaanbaatar, Mongolia, 2014.
Purev, U. Discussion notes on "Chinese Family Religion: Prospects for the 21st Century" by Phyllis Ghim-Lian Chew, Antalya, Turkey, 2011.

SELECTED GRANTS, HONORS, AND AWARDS
Distinguished Teacher of the State of Mongolia, President of Mongolia 2009
Order of Polar Star, President of Mongolia 2004

LANGUAGES
Mongolian (native), Russian (fluent), English (fluent) and Kazakh (fair)

GEDUN RABSAL, CeLCAR Tibetan Language Developer since 2015

EDUCATION
Certificate, *Tibetan History and Tibetan Literature*, Ganden Jangtse College, Mundgod, 1992
Tibetan Buddhist Dialectics, Tibetan History, Tibetan Literature, Tibetan Poetry, and *Tibetan Grammar*, Rongwo Monastery, Rebgong, Amdo, Tibet, 1986

RELEVANT PROFESSIONAL EXPERIENCE
Senior Lecturer, Department of Central Eurasian Studies, Indiana University, Bloomington, IN, 2012-present.
Lecturer, Department of Central Eurasian Studies, Indiana University, Bloomington, IN, 2002-2012.
Research Fellow, Central Institute of Higher Tibetan Studies, Varanasi, UP, India, 1993-1996.
Tibetan Language Teacher, TCV School, Lower Dharamsala, HP, India, 1992

CURRENT RESEARCH INTERESTS
Investigating the conceptual underpinnings of the five minor fields of knowledge (poetics, composition, synonymics, drama, and astrology) which were pioneered by Sa skya Paṇḍita as fields of study in the 13th century.

SELECTED PUBLICATIONS
Rabsal, G. (2017). *Birth of the Arts: Papers on the Arrival of Literary Field of Knowledge in Tibet During the 13th Century & Beyond*. Dharamsala: Library of Tibetan Works and Archives, 2017.
Rabsal, G. (2012). *Teaching Tibetan verbs as done in L2 languages*, Trace Foundation, New York.
Rabsal, G. (2012). Teaching Relative Clauses in the Tibetan Language, in *Btsan byol bod mi'i mi lo lnga bcu'i dpayd rtsom gces btus,* Tibetan PEN Organization, 108-116.
Rabsal, G. (2003). *A Comprehensive History of Tibetan Literature*, Varanasi: Central Institute of Higher Tibetan Studies, 2001 and (reprinted) Lanzhou: Gansu People's Publishing House.

SELECTED CONFERENCE AND WORKSHOP PRESENTATIONS
Rabsal, G., Kavya in Tibet, *Translation & Transmission Conference*, University of Colorado, Boulder, CO, June 1-4, 2017
Rabsal, G., Introduction to Kavya, *Religion and the Literary in Tibet*, Latse Library, NYC, NY, May 12–14, 2017.
Rabsal, G., Tibetan Speaking Indians in the 13th Century, *14th Seminar of the International Association for Tibetan Studies*, University of Bergen, Norway, June 19-25, 2016.
Rabsal, G., Tibetan Literary Tradition: The Avadana of Silver Flowers, Religion and Literary in Tibet, UC Berkeley, CA Presented with Nicole Willock (Old Dominion University), Oct 17-18, 2015.
Rabsal, G., Poetic Works and Translations in the 13th Century, Renmin University of China, Beijing, June 8, 2015.

SELECTED GRANTS, HONORS, AND AWARDS
Rowell Fund for Tibet, Award Recipient, 2003

CeLCAR PROGRAM EVALUATORS

PAYMAN VAFAEE, Head of External Evaluation Committee

EDUCATION
Ph.D., *Second Language Acquisition*, University of Maryland, College Park, MD, 2016
Ph.D., *Applied Linguistics*, Teacher's College, Columbia University, New York, NY, 2012
M.A., *Applied Linguistics*, University of Humanities, Ferdowsi University, Mashhad, Iran, 2007
B.A., *Translation Studies*, Pedagogical University of Irkutsk, Mashhad, Iran, 2003

RELEVANT PROFESSIONAL EXPERIENCE
Full-time Lecturer, Applied Linguistics, Teachers College, Columbia University, New York,
   NY, 2017-present.
Part-time Director of Research and Development, Second Language Testing, Inc., Rockville,
   MD, present.
Instructor, Persian, University of Maryland, College Park, MD, 2013-2016

SELECTED PUBLICATIONS
Long, M., Al Thowaini, B., Al Thowaini, A., Lee, J., and Vafaee, P. (2018). A micro process-
   product study of a CLIL lesson: linguistic modifications, content dilution and vocabulary
   knowledge, *Instructed Second Language Acquisition*, 2(1), 3-38.
Vafaee, P., Suzuki, Y., & Kachisnke, I. (2017). Validating Grammaticality Judgment Tests:
   Evidence from Two New Psycholinguistic Measures, *Studies in Second Language Acquisition*,
   39 (1), 59-95.
Vafaee, P., Yaghmayean, B. (2015). Providing evidence for the generalizability of scores
   obtained   from a speaking placement test, *Iranian Journal of Language Testing*, 5(2), 78-
   90.
Vafaee, P. Basheer, N. & Heitner, R. (2012). Application of confirmatory factor analysis in
   construct validity investigation: The case of the grammar sub-test of the CEP placement exam,
   Iranian Journal of Language Testing, 2(1), 1-19.
Vafaee, P. (2011). Dynamic assessment: A dialectical integration of assessment and instruction,
   Teachers College, Columbia University Working Papers in TESOL &
   Applied Linguistics, 11(1), 63-66.

SELECTED CONFERENCE AND WORKSHOP PRESENTATIONS
Vafaee, P., Construct Validity Evidence for the Global Test of English Communication
   Computer-Based Testing, *Language Assessment Research Conference (LARC)*, Iowa State
   University, 2018.
Vafaee, P., The Role of Linguistic and Cognitive Factors in Second Language Listening
   Comprehension, *American Association for Applied Linguistics (AAAL)*, Portland, Oregon,
   2017.
Vafaee, P., Validation and Linking Scores for the Global Test of English Communication,
   American Association for Applied Linguistics (AAAL), Portland, Oregon, 2017.
Vafaee, P., The relative significance of the internal factors of second language listening
   comprehension, *East Coast Organization of Language Testers (ECOLT)*, Georgetown
   University, 2016.

PROFESSOR GAMZE OZOGUL, Online Program Evaluation Expert, since 2014

EDUCATION
Ph.D., Educational Technology Program, Division of Psychology in Education, Arizona State University, Tempe, Arizona, 2006
M.S., Computer Education and Instructional Technology Department, Middle East Technical University, Ankara, Turkey, 2002
B.S., Curriculum and Instruction Department, Hacettepe University, Ankara, Turkey, 2000

RELEVANT PROFESSIONAL EXPERIENCE
Faculty Member, Assistant Professor of Instructional Systems Technology, School of Education, Indiana University, 2013-Present
Instructor, Indiana University, Bloomington Indiana August 2013-current. (Designed and taught R521-Instructional Design and Development, and R561- Evaluation and Educational Change graduate level classes. Teaching R561 online currently.)
Associate Director of Measurement and Evaluation, Collaborative Research and Evaluation Office, Mary Lou Fulton College of Education, ASU, Phoenix AZ, 2012-2013
Faculty Member, Assistant Research Professor, School of Electrical, Computer and Energy Engineering, ASU Tempe, AZ, 2011-2012

SELECTED PUBLICATIONS
Ozogul, G. (2018). Best Practices in Engaging Online Learners Through Active and Experiential Learning Strategies. *Interdisciplinary Journal of Problem-Based Learning*. 12. 10.7771/1541-5015.1764.

Wisneski, J., Ozogul, G., & Bichelmeyer, B. (2017). Investigating the impact of learning environments on undergraduate students' academic performance in a prerequisite and post-requisite course sequence. *The Internet and Higher Education*. 32. 1-10.

Ozogul, G., Reisslein J., & Reisslein M. (2016). K-12 engineering outreach: Design decisions, rationales, and applications. *International Journal of Designs for Learning*, 7(2), 57-73.

Karlin, M., Ozogul, G., Miles, S., & Heide, S. (2016). The Practical Application of e-Portfolios in K-12 Classrooms: An Exploration of Three Web 2.0 Tools by Three Teachers. *TechTrends*. 60(4), 374-380.

Johnson, A.M., Ozogul, G., & Reisslein, M. (2014). Supporting multimedia learning with visual signalling and animated pedagogical agent: Moderating effects of prior knowledge. *Journal of Computer Assisted Learning*. 31(2), 97-115.

Johnson, A.M.; Butcher, K.R.; Ozogul, G.; Reisslein, M. (2013) Introductory Circuit Analysis Learning From Abstract and Contextualized Circuit Representations: Effects of Diagram Labels, Education, IEEE Transactions. 99: 1-10.

Ozogul, G., Johnson, A.M., Atkinson, R.K., & Reisslein, M. (2013). Investigating the impact of pedagogical agent gender matching and learner choice on learning outcomes and perceptions. *Computers & Education*, 67, 36-50.

Johnson, A.M., Ozogul G., DiDonato M.D., & Reisslein M. (2013). Learning from abstract and contextualized representations: the effect of verbal guidance. Computers in Human Behavior, 29(60): 2239-2247.

Moreno, R., Reisslein, M. & Ozogul, G. (2010). Using virtual peers to guide visual attention during learning. *Journal of Media Psychology*, 22(2), 52-60.

LOCAL ADVISORY BOARD

JAMSHEED K. CHOKSY, Chair, Department of Central Eurasian Studies, School of Global and International Studies, Indiana University

EDUCATION
PhD, *History and Religions of the Near East and Inner Asia*, Harvard University, Cambridge, MA, 1991
BA, *Middle Eastern Languages and Cultures*, Columbia University, New York City, NY, 1985

RELEVANT PROFESSIONAL EXPERIENCE
Distinguished Professor and *Chair*, Central Eurasian Studies, Indiana University, Bloomington, IN
Co-Director, Tang Foundation Inner Asia Research Exchange Program and of the American University of Central Asia Research Exchange Program
Professor, of Iranian Studies, Central Eurasian Studies, History, and India Studies, Indiana University, Bloomington, IN
Adjunct Professor of Religious Studies, Indiana University, Bloomington, IN
Faculty member, Islamic Studies, Ancient Studies, and Medieval Studies Programs, Indiana University, Bloomington, IN
Visiting Assistant Professor, Department of History and International Relations Program, Stanford University, Stanford, CA, 1991–93

CURRENT RESEARCH INTERESTS
Iran (Persia), the Middle East, Indian subcontinent, Zoroastrianism, Manichaeism, Islam, and religious minorities. The development and interrelationship of communities, beliefs, politics, economics, and security in Iranian-Persian cultures of the Middle East, Central Asia, and South Asia through approaches involving religious studies, history, international affairs, anthropology, archeology, languages, literatures, numismatics.

SELECTED PUBLICATIONS
Gifts to a Magus, New York: Peter Lang, 2013.
Encyclopedia of Sex and Gender, 4 vols. New York: Macmillan, 2007.
Evil, Good, and Gender, New York: Peter Lang Publishers, 2002.
Conflict and Cooperation, New York: Columbia University Press, 1997.
Purity and Pollution, Austin: University of Texas Press, 1989.

SELECTED GRANTS, HONORS, AND AWARDS
Nominated by the President and confirmed by the US Senate as a member of the National Council on the Humanities, with designation as "The Honorable" (2008–).
Consultant to the U.S. Department of Education, U.S. Department of State, International Research and Exchanges Board, UNESCO.
Scholar, US Commission on International Religious Freedom (2013).
Andrew W. Mellon Fellowship at the Center for Advanced Study in the Behavioral Sciences, Stanford (2001–02).
John Simon Guggenheim Memorial Foundation Fellowship (1996–97).

LAURENT DEKYDTSPOTTER, Chair, Department of Second Language Studies, School of Global and International Studies, Indiana University

EDUCATION
PhD, *Linguistics*, Cornell University, Ithaca, NY, 1995
MA, *English, Linguistics/TESOL*, Washington State University, Pullman, WA, 1989
MA, *English*, Université Catholique de l'Ouest, Angers, France, 1987
BA, *English*, Université Catholique de l'Ouest, Angers, France, 1985

RELEVANT PROFESSIONAL EXPERIENCE
Professor, French and Second Language Studies, Indiana University, 2010-present
Associate Professor, Second Language Studies, Indiana University, 2006-2010
Associate Professor, French Linguistics, Indiana University, 2001-2010
Assistant Professor, French Linguistics, Indiana University, 1995-2001

CURRENT RESEARCH INTERESTS
Psycholinguistics: behavioral (judgments, reading times, reaction times, etc.) and brain (event related potential) measures
Grammatical area: phrasal semantics and grammatically computed pragmatic inferences
Second language theory: Fundamental properties of second language grammar and processing, and parser-grammar relations

SELECTED PUBLICATIONS
Dekydtspotter, L. & Seo, H-K. (2017) Transitivity in the processing of intransitive clauses: a category-based prediction in low-intermediate learners of English. *Studies in Second Language Acquisition*, 39, 527-552.

Dekydtspotter, L. & Farmer, K. (2015) Antecedent priming in the processing of subject cleft sentences in English-French acquisition. In Katrin Schmitz, Pedro Guijarro-Fuentes and Natascha Müller (eds.), (pp. 66-93). *The acquisition of French in multilingual contexts*. Buffalo, N.Y. Multilingual Matters.

Dekydtspotter, L. & Renaud, C. (2014) On second language processing and grammatical development: The parser in second language acquisition. *Linguistic Approaches to Bilingualism, 4(2), 131–165.*

Dekydtspotter, L, M. McGuire, & Mossman, S. (2013). Movement and Binding-Driven Efficiencies in L2 Sentence Processing: On the Role of UG-Constrained Acquisition in L2 Cognition. In Erik Voss, Shu-Ju Diana Tai, and Zhi Li (eds.), (pp. 104-117) *Selected Proceedings of the 2012 Second Language Research Forum*, Somerville, MA: Cascadilla Press.

Dekydtspotter, L. & Miller, A. K. (2013) Inhibitive and facilitative priming induced by traces in the processing of *wh*-dependencies in a second language. *Second Language Research*, *29(3), 345–372.*

Dekydtspotter, L. Wang, Y.-T. Kim, B., Kim, H-J., Kim, H.-K. & Lee, J.-K. (2012) Anaphora under Reconstruction during Processing in English as a Second Language. *Studies in Second Language Acquisition, 34, 561–590.*

Dekydtspotter, L. (2009) Second Language Epistemology, Take Two. *Studies in Second Language Acquisition*, 31, 291-321.

MARIANNE RUTH KAMP, Assoc. Prof., Department of Central Eurasian Studies, School of Global and International Studies, Indiana University

EDUCATION
Ph.D, *Near Eastern Languages and Civilizations*, University of Chicago, 1998.
B.A., *Russian Language and Literature*, Darmouth College, Hanover, NH, 1985.

RELEVANT PROFESSIONAL EXPERIENCE
Associate Professor, Department of Central Eurasian Studies, Indiana University, Bloomington, IN, 2017-present.
Associate Professor (05-16), Assistant Professor (00-05), History Department, University of Wyoming, 2000-2016.
Director, Women's Studies Program, University of Wyoming, 2007-2010.
Visiting Assistant Professor, History Department, Whitman College, 1997-2000.
Visiting Instructor, Uzbek language and Central Asian history, Department of Near Eastern Studies, University of Michigan, 1994-96.

SELECTED PUBLICATIONS
Kamp, M. & Zanca, R. (2017). Stalinism as Collectivization in Uzbekistan: Stalinism and local activism, *Central Asian Survey*, Vol 36, no 1: 55-72.
Kamp, M. & Borbieva, N. (2017). Veiling and Unveiling in Central Asia: Beliefs and Practices, Past and Present, *The Routledge International Handbook to Veils and Veiling Practices*, London: Routledge 84-93.
Kamp, M. & Markova, M. (2016). *Muslim Women of the Fergana Valley: a 19th century ethnography of Central Asia* [Kazan, 1886]. Translation from Russian with introduction. Bloomington: Indiana University Press.
Kamp, M. (2016), Remembering: national narratives and mundane moments in Uzbek oral histories, in *History Making in Central and Northern Eurasia: Contemporary Actors and Practices*. Editor Svetlana Jacquesson. Wiesbaden: Reichert Verlag.
Tursunova, et al. (2016). Women's Indigenous Processes of Peacebuilding and Peacemaking in Uzbekistan, *Creating the Third Force: Indigenous Processes of Peacemaking, a Preliminary Exploration*. Ed. Tuso and Flaherty. Lanham, MD: Lexington 2016. 351-370.
Kamp, M. (2006). *The New Woman in Uzbekistan: Islam, Modernity and Unveiling under Communism*. University of Washington Press.

SELECTED CONFERENCE AND WORKSHOP PRESENTATIONS
Kamp, M., Cotton on the Silk Road, joint *CEUS-Peking University Tang Foundation conference*, Beijing, May, 2017.
Kamp, M., Uzbekistan's Collectivization Compared, *CESS-ESCAS regional conference*, Bishkek, Kyrgyzstan, June 29-July 2, 2017.
Kamp, M., Muslim Community Belonging: Ethnicity, Gender, and Class, *ASEEES*, Chicago, November, 2017.

LANGUAGES
Uzbek and Russian for speaking, reading, research; basic knowledge of Turkish, Persian/Tajik and German with some utility for research.

GYÖRGY KARA, Professor, Central Eurasian Studies, School of Global and International Studies, Indiana University

EDUCATION

Doctor of Philological Sciences degree, *The History of Mongolian Writing Systems,* Leningrad State University, Hungary, 1975

Candidate of Linguistics degree, *The Songs and Language of an East Mongolian Bard*, Hungarian Academy of Sciences, Budapest, Hungary, 1967

PhD, Eötvös Loránd University, Budapest, Hungary, 1961

MA, Eötvös Loránd University, Budapest, Hungary, 1958

RELEVANT PROFESSIONAL EXPERIENCE

Professor of Mongolian, Department of Central Eurasian Studies, Indiana University, Bloomington, 1988– present

Professor, Eötvös Loránd University, Budapest, Department of Inner Asian Studies, 1978–

Head of the Research Group for Altaistic Studies of the Hungarian Academy of Sciences (affiliated to the Eötvös Loránd University, Department of Inner Asian Studies), 1975–

Head of the Group of the Oriental Departments of the Eötvös Loránd University, 1980–1988

Head of Department of Inner Asian Studies, Indiana University, Bloomington 1974–1999

Associate Professor, Eötvös Loránd University, Budapest, Hungary, 1970–1978

Senior Researcher, Institute of Oriental Studies, Leningrad, Russia, 1967-1968

*Assistant professo*r, Eötvös Loránd University, Budapest, Hungary, 1964–1970

Assistant, Eötvös Loránd University, Budapest, Hungary, 1959–1963

Research student, Eötvös Loránd University, Budapest, Hungary, 1958–1959

SELECTED PUBLICATIONS

Kara, G. (2016). Garbal: A Westen Buryat Shaman Song. *Shaman* 24, pp. 19-46.

Kara, G. (2015). A Long Note on Turkic kärgäk and Mongol kereg. *Mongolian Studies*, XXXV, pp. 135-179.

Kara, G. (2009). *Dictionary of Sonom Gara's* Erdeni-yin Sang. *A Middle Mongol Version of the Tibetan Sa* skya legs bshad. Mongol – English – Tibetan. Leiden: Brill.

Kara, G. (2005). *Books of the Mongolian Nomads. More than Eight Centuries of Writing Mongolian*. Bloomington: Indiana University.

Kara, G. (2000). *The Mongol and Manchu Manuscripts and Blockprints in the Library of the Hungarian Academy of Sciences*. Akadémiai Kiadó, Budapest.

Kara, G. (1997). *Mongol–magyar szótár. Mongol–ungar toli*. (Mongolian–Hungarian dictionary) Terebess, Budapest.

SELECTED GRANTS, HONORS, AND AWARDS

Forschungspreis der A. von Humboldt-Stiftung, Germany (1999)

Order of the Polar Star of the Republic of Mongolia (1998)

Vámbéry Medal of the Csoma de Kőrös Society, Budapest

LANGUAGES

Buryat, Chinese, Daur, English, Ewenki, French, German, Kalmyk, Manchu, Mongolian, Oirat, Old Uygur, Russian, Tibetan

MARTHA NYIKOS, Associate Professor, Literacy, Culture, and Language Education, School of Education, Indiana University

EDUCATION

Ph.D., *Foreign Language Education*, Purdue University, West Lafayette, IN, 1987

M.A., *German Language Literature & Linguistics*, University of Pittsburgh, Pittsburgh, PA, 1979

B.A, *Foreign Language Education*, Washington and Jefferson College, Washington, PA, 1973

RELEVANT PROFESSIONAL EXPERIENCE

Chair, Language Education Department, School of Education, Indiana University, Bloomington, 2000-Present

Program Director, World Languages & Second Language Education Program, School of Education, Indiana University, Bloomington, 1988-Present

Associate Professor, Literacy, Culture & Language Education Department, School of Education, Indiana University, Bloomington, 1987-Present

SELECTED PUBLICATIONS

Newman, K. & Nyikos, M. (Submitted June 2017) Self-assessment of Linguistic Ability and Strategy Use by Minority Speakers of Mandarin in China. *Journal of Less Commonly Taught Languages*.

Chamot, A., et al. (forthcoming in April 2018).Teacher education for language learning strategy instruction: Involving teachers in participatory research. Anna Uhl Chamot & Veronica Harris (Eds.), Bristol: *Multilingual Matters*.

Nyikos, M. & Dimitrieska, V. (2015). A model for community-based language teaching to young language learners: The impact of university outreach. *Journal of the National Council of Less Commonly Taught Languages*,17, 83-102.

Nyikos, M. (2015). Bilingualism and family: Parental beliefs; child agency. *Journal of Sustainable Multilingualism*, 5, 18-40.r integrated reading-to-write task scores? *Language Testing, 32*, 259-281.

SELECTED CONFERENCE AND WORKSHOP PRESENTATIONS

Nyikos, M. & Dimitrieska, V. Mapping the Trajectory of Dual Language immersion Start-up Programs. *American Council on the Teaching of Foreign Languages* (ACTFL). Nashville, TN. November 23-25, 2017.

Nyikos, M. & Newman, K. Fostering Metacognition Strategies in Second Language Writing Classes. *SSU2*, Komotini, Greece September 27-30, 2017.

Nyikos, M. & Elias, V. Dueling with Languages: Discourses of Early Language Teachers in Dual Language Immersion Learning. *Critical Discourse Analysis (CDA) conference*. May 22, 2017.

Nyikos, M. Teacher Talk in Dual Language Immersion Classrooms: Efficacy and Language Proficiency Issues. *Language Teacher Education (LTE) Biannual Conference*, UCLA Los Angeles, CA February 2-4, 2017.

SELECTED GRANTS, HONORS, AND AWARDS

Indiana University Trustees Teaching Award for 2000 and 2001

M. NAZIF SHAHRANI, Professor, Departments of Near Eastern Languages and Cultures, Central Eurasian Studies, and Anthropology

EDUCATION
Ph.D., University of Washington, 1976
M.A., University of Washington, 1972
B.A., University of Hawaii, 1970

RELEVANT PROFESSIONAL EXPERIENCE
Professor, Departments of Anthropology, Central Eurasian Studies, and Near Eastern Languages and Cultures, Indiana University, Bloomington, IN, 1989-Present

CURRENT RESEARCH INTERESTS
Failed states and divided societies; Islamic movements; identity politics; social change and modernization; and Muslim family and gender dynamics in Soviet and post-Soviet Central Asia; cultural ecology of nomadic pastoralism.

SELECTED PUBLICATIONS
Shahrani, M. N. (2018). *Modern Afghanistan: The Impact of 40 Years of War*. Editor and contributor, Bloomington: Indiana University Press.
Shahrani, M. N. (2018). *Revolutions and Rebellions in Afghanistan: Anthropological Perspectives*. Co-Editor with Robert L. Canfield, re-published with a new "Preface" by IU Press, Bloomington.
Shahrani, M. N. (2017). The State and Community Self-Governance. In *Afghanistan in South-West Asia: Influences and Challenges*, Edited by Srinjoy Bose, Nishank Motwani and William Maley. University of Pennsylvania Press.
Shahrani, M. N. (2017). Anthropology: "Bastard Child" of imperialism's coming of age at the dawn of 21st Century". *Proceedings Book of 2nd International Scientific Researches Congress on Humanities and Social Sciences (IBAD-2017)*. Edited by Hayrullah Kahya. Istanbul-TURKEY: IBAD.
Shahrani, M. N. (2016). US Policies and Practices toward Afghanistan and Central Asia since 2001. In *Afghanistan and Its Neighbors After the NATO Withdrawal*, Amin Saikal and Kirill Nourzhanov, ed. Lanham, MD: Lexington Books, pp. 17-31.
Shahrani, M. N. (2016). Why Muslim Sectarian Politics of Rage in the Age of "Empire of Trust"? *Journal of Islamic and Muslim Studies*, 1(1):28-46.
Shahrani, M. N. (2016). Life and Career of Haji Rahmanqul Khan, 1913-1990. *Berlin Geographical Papers*. Andrei Dorre, Hermann Kreutzmann and Stefan Schutte, eds. Center for Development Studies, Friei Universitat, Berlin.
Shahrani, M. N. (2015). The Impact of the 2014 U.S.-NATO Withdrawal on the Internal Politics of Afghanistan: Karzai-style Thugocracy or Taliban Theocracy? *Asian Survey*, Vol. 55, Number 2, pp. 273–298.
Shahrani, M. N. (2014). Afghanistan at the Brink Again: A Long-Term Solution to a Growing Crisis. *Los Angeles review of Books*, September 21.

LANGUAGES
Dari/Persian/Tajik (3), Uzbek (3), Kyrgyz (3), Pashto (3), Turkish (2), Arabic (1)

NATIONAL ADVISORY BOARD

CHRISTOPHER PRATT ATWOOD, Professor, East Asian Languages and Civilizations, University of Pennsylvania

EDUCATION
Ph.D., *Mongolian Studies*, Indiana University, Bloomington IN, 1994
M.A., *Mongolian Studies*, Indiana University, Bloomington IN, 1990
A.B., *Chinese and Mongolian Studies,* Harvard University, Cambridge, MA, 1982

RELEVANT PROFESSIONAL EXPERIENCE
Professor, East Asian Languages and Civilizations, University of Pennsylvania, Philadelphia, PA, 2016 -Present
Associate Professor, Central Eurasian Studies Department, Indiana University, Bloomington IN, 1996-2016
Visiting Professor, Inner Mongolia University, Inner Mongolia, China, 2009-2014

SELECTED PUBLICATIONS
Atwood, C. (2004) *Encyclopedia of Mongolia and the Mongol Empire*. New York: Facts-on-File. 678 pp. Named one of *Library Journal*'s "Best Reference Sources of 2004" and one of *Choice*'s "Outstanding Academic Titles of 2004." 678 pp.
Atwood, C. (2018). Archives and Objectivity: Observations on the Mongolian and American Historiographical Experiences. 满蒙史探索与发现 – 庆祝中见立夫教授六十五华, pp. 201-223. 22 pp.
Atwood, C. (2018). Middle Turkic Dialects as Seen in Chinese Transcriptions from the Mongol Yuan Era. *Philology of the Grasslands: Essays in Mongolic, Turkic, and Tungusic Studies*, ed. Ákos Bertalan Apatóczky and Christopher P. Atwood, pp. 16-27. Leiden: Brill. 11 pp.
Atwood, C. (2013). The Uyghur Stone: Archaeological Revelations in the Mongol Empire. *The Steppe Lands and the World beyond Them: Studies in Honor of Victor Spinei on his 70th birthday*, ed. Florin Curta and Bogdan-Petru Maleon, 315-343. Iaşi: Editura Universităţii "Alexandru Ioan Cuza." 28 pp.

SELECTED CONFERENCE AND WORKSHOP PRESENTATIONS
Chinggis Khan and His Sons in Yuan Dynasty Historical Writing. *Japanese Association of Mongolian Studies annual meeting*, University of Shiga Prefecture, Japan, November 18, 2017.
Repackaging Chinggis Khan: Legitimacy and Narrative in Chinese-Language Histories under the Mongol Empire. *Centre for the Study of the Middle Ages*, University of Birmingham, October 19, 2017.
How Was the *Secret History of the Mongols* Written? Keynote address, *11th Congress of the International Association of Mongolian Studies*. Ulaanbaatar, August 15, 2016.

SELECTED GRANTS, HONORS, AND AWARDS
Honorary Doctorate, conferred by the Institute of History, Academy of Sciences of Mongolia, December 11, 2011
Order of the Polar Star, conferred by the President of Mongolia, July 11, 2011.

GÜLŞAT AYGEN, Professor of Linguistics, English Department, Northern Illinois University

EDUCATION
Postdoctoral Fellow, Altaic Studies, Center for Middle Eastern Studies, Harvard University, 2003
PhD, Linguistics, Linguistics Department, Harvard University, 2002
Certificate, Teaching English to Speakers of Other Languages, Graduate School of Arts and Sciences & Institute for English Language Programs, Harvard University
MA, Linguistics, Department of Western Languages and Literature, Boğaziçi University, Istanbul, Turkey, 1996-1998
BA, Western Languages & Literature, Department of Western Languages and Literature, Boğaziçi University, Istanbul, Turkey, 1992 -1996

RELEVANT PROFESSIONAL EXPERIENCE
Professor of Linguistics, English Department, Northern Illinois University, DeKalb, IL, 2014-present
Associate Professor of Linguistics, English Department, Northern Illinois University, DeKalb, IL, 2008-2014
ELP Program Faculty Member, IEL-English Language Program, Graduate School of Arts and Sciences, Harvard University, Cambridge, MA, 2001-2003, 2012, 2014
Assistant Professor of Linguistics, English Department, Northern Illinois University, DeKalb, IL, 2004-2008

SELECTED PUBLICATIONS
Aygen, G. (2016). *English Grammar: A Descriptive Linguistic Approach*. Revised 3rd Edition. Kendall Hunt.
Aygen, G., Eastlund, S. & Vobornik, E. (2016). *Instructor's Assessment Kit for English Grammar: A Descriptive Linguistic Approach*. Revised 3rd Edition. Kendall Hunt.
Aygen, G. (2015). Languages of Kapalıçarşı/ the Grand Bazaar, *The Journal of Ottoman and Turkish Studies Association* (*JOTSA*), Nov 2015 Issue, Vol.2.2. pp 401-419.
Aygen, G., Aydin, O. & Ince, A. (2015). Copular structures as (non)phases in Turkish: synchronic and diachronic perspective. with Atakan Ince and Ozgur Aydin. Ankara Papers in Turkish and Turkic Linguistics, Turcologica 113, Deniz Zeyrek, Çiğdem Sağin Şimşek, Jochen Rehbein and Ufuk Atas (eds.) Harrassowitz Verlag Wiesbaden, pp. 87-98.
Aygen, G. (2014). Some linguistic issues in Turkish as a foreign language textbooks. *Journal of Linguistics and Literature/ Dil ve Edebiyat Dergisi.* 9:1. 27-38.
Aygen, G. (2012). Some Linguistic Issue in Turkish as a Foreign Language Textbooks. *Journal of Linguistics and Literature.* 9:1. 33-48.
Aygen, G. (2011). Morpho-syntactic variation and Methodology: Problems and Possible Solutions. *Journal of Linguistics and Literature.* 8:1. 1-14.
Aygen, G. (2011). Reduced relatives and the location of agreement. *California Linguistic Notes* 36:1. 1-30.
Aygen, G. (2010). *Zazaki/Kirmancki Kurdish*. Languages of the World/Materials 479. Lincom Europa: Munchen.

ROBERT DEKEYSER, Professor of Second Language Acquisition, University of Maryland at College Park

EDUCATION
Ph.D., Education, Stanford University (minor in Linguistics), 1986
M.A., Education, Stanford University, 1982
B.A., Romance Philology (Licentiaat Romaanse Filologie), University of Leuven (summa cum laude), 1979

RELEVANT PROFESSIONAL EXPERIENCE
Associate Professor, Linguistics, University of Pittsburgh, 1997-2005
Assistant Professor, Linguistics, University of Pittsburgh, 1991-1997
Visiting Assistant Professor, Linguistics, University of Pittsburgh, 1988-1991

CURRENT RESEARCH INTERESTS
Second language acquisition, interlanguage variability, individual differences in second language learning, aptitude-treatment interaction, cognitive psychology of language acquisition, critical period phenomena, and monitoring processes.

SELECTED PUBLICATIONS
DeKeyser, R. (2017). Effects of distributed practice on the proceduralization of morphosyntax. *Language Teaching Research*. 38, 27-56.

DeKeyser, R. (2017). Age effects in first language attrition: Speech perception by Korean-English bilinguals. *Language Learning*, 67(3), 694-733.

DeKeyser, R. (2017). The role of salience in the acquisition of Hebrew as a second language: interaction with age of acquisition. In S. Gass, P. Spinner, and J. Behney, *Salience and SLA*. London: Routledge, 131-146.

DeKeyser, R. (2017). Knowledge and skill in ISLA. In S. Loewen and M. Sato (eds.). *Routledge Handbook of Instructed Second Language Acquisition*. London: Routledge, 15-32.

DeKeyser, R. (2017). Age in learning and teaching grammar. In H. Nassaji (ed.). *TESOL Encyclopedia of English Language Teaching*. New York: Wiley.

DeKeyser, R. (2015). Skill acquisition theory. In B. VanPatten & J. Williams (Eds.), *Theories in Second Language Acquisition. An introduction* (pp. 94-112). London: Routledge.

DeKeyser, R. (2015). Does Elicited Imitation Measure Implicit Knowledge? Evidence from the Word-Monitoring Task. *Language Learning*, 65, 860-895.

DeKeyser, R. (2015). The effectiveness of processing instruction in L2 grammar acquisition: A narrative review. *Applied Linguistics*, 63, 290-305.

DeKeyser, R. (2015). Why less is eventually more in second language acquisition. *Linguistic Approaches to Bilingualism*, 5(4), 454-458.

DeKeyser, R. (2014). Acquisition of grammar by instructed learners. In K. Geeslin (Ed.), *The Handbook of Spanish Second Language Acquisition,* (pp. 449-465. Malden, MA: Wiley.

LANGUAGES
Fluent in English, Dutch (native language), French, Spanish; intermediate in German; elementary knowledge of Japanese

JAKLIN KORNFILT, Director, Linguistic Studies Program, College of Arts & Sciences, Syracuse University

EDUCATION
PhD, Theoretical Linguistics, Harvard University, 1985
MA, Theoretical Linguistics, Harvard University, 1980
BA, (equivalence) Applied Linguistics and Translation Studies, Heidelberg University, 1970

RELEVANT PROFESSIONAL EXPERIENCE
Professor of Linguistics (2003-present), *Associate Professor (*1991-2003*)*, *Assistant Professor* (1984-1991), *Instructor* (1983-1984) Department of Languages, Literatures, and Linguistics, Syracuse University, 2003-present
Director, Interdisciplinary Linguistic Studies Program, Syracuse University, 2009-2010 and 2012-present
Director, Computational Linguistics Program, Syracuse University, 2012-present

SELECTED PUBLICATIONS
Kornfilt, J. (Forthcoming). Turkish RCs and other constructions as migrants from Central Asia to the Mediterranean, *Papers from the Second Mediterranean Syntax Meeting*; S. Özsoy & A.Güral (eds.); Amsterdam: John Benjamins.

Kornfilt, J. & Trips, C. (2017). *Further Investigations Into the Nature of Phrasal Compounding*; Berlin: Language Science Press; Morphological Investigations #1.

Kornfilt, J. & von Heusinger, K. (2017). Partitivity and case marking in Turkish and related languages, with. *Glossa* 2(1):20; a special issue on partitivity; M. Falco & R. Zamparelli (eds.); 1-40.

Kornfilt, J. & Vinokurova, N. (2017). Turkish and Turkic Complex Noun Phrase Constructions, *Noun Modifying Clause Constructions in Languages of Eurasia: Reshaping Theoretical and Geographical Boundaries*; B. Comrie, Y. Matsumoto, P. Sells (eds.); Amsterdam: John Benjamins; 251-292.

Kornfilt, J. (2017). DP versus NP: A cross-linguistic typology? *Studies in Historical and Synchronic Altaic*; A. Vovin & W. McClure (eds.): Leiden: Brill; 138-158.

Kornfilt, J. & Özge, D, et. al. (2017). Predictive Use of Case Markers in German Children, *Proceedings of the 40th annual Boston University Conference on Language Development*; J. Scott & Deb Saughtal (eds.); Somerville, MA: Cascadilla Press, 291-303.

Kornfilt, J. & Trips, C. (2015). Phrasal Compounds from a Typological and Theoretical Perspective, *STUF*; Berlin: Mouton-DeGruyter; pp. 231-420.

Kornfilt, J. (2015). NEED-ing HAVE for HAVE-ing NEED, but BE-ing (almost) NEED-less, *Eine hundertblaettrige Tulpe —Bir şadbarg lala* (A Tulip with a hundred leaves): Festschrift in Honor of Claus Schönig; I. Hauenschild, M. Kappler & B. Kellner-Heinkele (eds.): Wiesbaden: Harrassowitz Verlag; 269-282.

Kornfilt, J. (2015). Turkish Relative Clauses: How exceptional are they from a Central Asian Turkic Perspective?, *Proceedings of the 1st Conference on Central Asian Languages and Linguistics (ConCALL-1)*; Ö. Özçelik & A. Kennedy Kent (eds.); Bloomington: Indiana University; http://www.iub.edu/~celcar/; 3-24.

1997 J. Kornfilt *Turkish Grammar*; London: Routledge (in its "Descriptive Grammars" series); reprinted 2000; paperback edition: 2010.

SILVINA A. MONTRUL, Professor, Department of Spanish, Italian, and Portuguese and Department Of Linguistics, Beckman Institute For Advanced Science And Technology, University Of Illinois

EDUCATION

Ph.D., *Linguistics*, McGill University, 1998.

M.A., *English*, University of Cincinnati, Cincinnati, OH, 1992.

Profesora de Enseñanza Universitaria de Inglés (1989) and Maestra de Enseñanza Primaria de Inglés (1986), Universidad Nacional de Mar del Plata, Mar del Plata, Argentina.

RELEVANT PROFESSIONAL EXPERIENCE

Professor, Department of Spanish, Italian, and Portuguese and Department of Linguistics, Beckman Institute for Advanced Science and Technology, University of Illinois, Urbana-Champaign, IL, 2010-present.

Founder and *Director*, University Language Academy for Children, University of Illinois, Urbana-Champaign, IL, 2010-present.

Associate Professor, Department of Spanish, Italian, and Portuguese and Department of Linguistics, Beckman Institute for Advanced Science and Technology, University of Illinois, Urbana-Champaign, IL, 2005-2010.

Assistant Professor, Department of Spanish, Italian, and Portuguese, University of Illinois, Urbana-Champaign, IL, 1999-2005.

SELECTED PUBLICATIONS

Montrul, S., & Bowles, M. (2017). Instructed heritage language acquisition. In *The Routledge Handbook of Instructed Second Language Acquisition* (pp. 488-502). Taylor and Francis Inc.

Montrul, S. (2017). Developmental continuity in morphosyntactic attrition. *Linguistic Approaches to Bilingualism* 7, 6, 739-743.

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Montrul, S. (2016.) *The Acquisition of Heritage Languages*. Cambridge, UK: Cambridge University Press.

Montrul, S. A., & Tanner, D. S. (2016). Individual differences and retrieval interference in L2 processing. Commentary on Cunnings. *Bilingualism: Language and Cognition*, pp. 1-2.

Montrul, S. (2016). Heritage language development. Connecting the dots. *International Journal of Bilingualism*.

Montrul, S., Bhatt, R., & Girju, R. (2015). Differential Object Marking in Spanish, Hindi, and Romanian as Heritage Languages. *Language*, 91(3), 564-610.

Montrul, S. (2013). Bilingualism and the heritage language speaker. In W. Ritchie and T. Bhatia (Eds.), *The Handbook of Bilingualism*. Malden, MA: Wiley-Blackwell, pp. 174-189.

Montrul, S. (2012). *El bilingüismo en el mundo hispanohablante*. Malden, MA: Wiley-Blackwell.

Montrul, S. (2008.) *Incomplete Acquisition in Bilingualism. Re-examining the Age Factor.* [Series on Studies in Bilingualism] Amsterdam: John Benjamins.

Montrul, S. (2004.) *The Acquisition of Spanish. Morphosyntactic Development in Monolingual and Bilingual L1 Acquisition and in Adult L2 Acquisition.* [Series on Language Acquisition and Language Disorders] Amsterdam: John Benjamins.

INDIANA UNIVERSITY
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Position Title:	Kirghiz Developer
Position Type:	Graduate Assistant (0.50 FTE, 20 hours/week)
Department Name:	Center for Languages of the Central Asian Region
Division Name:	School of Global and International Studies
Salary Level:	$15,750 per academic year
Justification of Need:	To develop language learning materials for Introductory Kirghiz

Job Summary:

Provides subject matter expertise on the Kirghiz language for CeLCAR. Developer will work as a member of the Language Project Team (LPT) along with the center's Director, Language Instructional Specialist (LIS), and Information & Communication Technology (ICT) Specialist to design, develop, and publish a quality, empirically-based, peer-reviewed textbook for Introductory Kirghiz.

Duties include:
- researching proficiency guidelines for Novice and Intermediate learners of Kirghiz
- collaborating with LIS to develop a comprehensive scope and sequence
- using Backwards Course Design to develop well organized, balanced, chapters consisting of Language Points (concise and descriptive grammar explanations) and engaging communication-based practice activities (reading, writing, speaking, and listening)
- gathering and adapting authentic texts (oral and written) to integrate into chapter content
- gathering authentic multimedia materials (images, videos, songs, etc.) to incorporate implicit culture teaching into chapter content
- conducting periodic self-evaluations of textbook using standards-based evaluation criteria provided by CeLCAR
- collaborating with the ICT Specialist to edit multimedia materials and generate textbook design

Required Qualifications:
Excellent interpersonal and communication skills, both written and verbal, including ability to interact and communicate proficiently in both English and Kirghiz. Must have strong organizational skills and be able to collaborate on a team, work independently, and meet deadlines. Must be knowledgeable in the field of applied linguistics and/or language learning pedagogy. Must be a student seeking a degree in linguistics, language pedagogy, applied linguistics, or a related field.

Preferred Qualifications:
Experience teaching a foreign language, preferably Kirghiz. Experience in professional writing and/or developing learning materials. Experience with audio and video editing software.

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Position Title:	Balochi Developer
Position Type:	Graduate Assistant (0.50 FTE, 20 hours/week)
Department Name:	Center for Languages of the Central Asian Region
Division Name:	School of Global and International Studies
Salary Level:	$15,750 per academic year
Justification of Need:	To develop language learning materials for Introductory Balochi

Job Summary:

Provides subject matter expertise on the Balochi language for CeLCAR. Developer will work as a member of the Language Project Team (LPT) along with the center's Director, Language Instructional Specialist (LIS), and Information & Communication Technology (ICT) Specialist to design, develop, and publish a quality, empirically-based, peer-reviewed textbook for Introductory Balochi.

Duties include:
- researching proficiency guidelines for Novice and Intermediate learners of Balochi
- collaborating with LIS to develop a comprehensive scope and sequence
- using Backwards Course Design to develop well organized, balanced, chapters consisting of Language Points (concise and descriptive grammar explanations) and engaging communication-based practice activities (reading, writing, speaking, and listening)
- gathering and adapting authentic texts (oral and written) to integrate into chapter content
- gathering authentic multimedia materials (images, videos, songs, etc.) to incorporate implicit culture teaching into chapter content
- conducting periodic self-evaluations of textbook using standards-based evaluation criteria provided by CeLCAR
- collaborating with the ICT Specialist to edit multimedia materials and generate textbook design

Required Qualifications:
Excellent interpersonal and communication skills, both written and verbal, including ability to interact and communicate proficiently in both English and Balochi. Must have strong organizational skills and be able to collaborate on a team, work independently, and meet deadlines. Must be knowledgeable in the field of applied linguistics and/or language learning pedagogy. Must be a student seeking a degree in linguistics, language pedagogy, applied linguistics, or a related field.

Preferred Qualifications:
Experience teaching a foreign language, preferably Balochi. Experience in professional writing and/or developing learning materials. Experience with audio and video editing software.

Position Title:	Turkic Bridging Graduate Assistant
Position Type:	Graduate Student (G901) (0.50 FTE, 20 hours/week)
Department Name:	Center for Languages of the Central Asian Region
Division Name:	School of Global and International Studies
Salary Level:	$15,750 per academic year
Justification of Need:	To assist the Turkic bridging developer in creating introductory language learning materials for bridging from Turkish to the study of other Turkic languages, i.e. Azerbaijani, Kirghiz and Uyghur.

Job Summary:
Position will work as a member of the Language Project Team (LPT) along with the center's Director, Turkish Bridging Developer (TBD), Language Instructional Specialist (LIS), and Information & Communication Technology (ICT) Specialist to design, develop, and publish a quality, empirically-based, peer-reviewed textbook for bridging Turkish speakers to the Azerbaijani, Kirghiz, and Uyghur languages.

Duties include working with the Director/Chief Applied Linguist, the TBD, and the Azerbaijani, Kirghiz and Uyghur developers, graduate assistants, and/or hourlies to:
* research proficiency guidelines for Novice and Intermediate learners of Azerbaijani, Kirghiz, and Uyghur
* collaborate with LIS, the Chief Applied Linguist, and CeLCAR research coordinators to develop a comprehensive scope and sequence based on best practice bridging principles
* use Backwards Course Design to develop well organized, balanced, chapters consisting of Language Points (concise and descriptive grammar explanations) and engaging communication-based practice activities (reading, writing, speaking, and listening)
* gather and adapt authentic texts (oral and written) to integrate into chapter content
* gather authentic multimedia materials (images, videos, songs, etc.) to incorporate implicit culture teaching into chapter content
* conduct periodic self-evaluations of textbook using standards-based evaluation criteria provided by CeLCAR
* collaborate with the ICT Specialist to edit multimedia materials and generate textbook design

Required Qualifications:
Excellent interpersonal and communication skills, both written and verbal, including ability to interact and communicate proficiently in both English and Turkish, as well as possession of at least research knowledge of Azerbaijani, Kirghiz and Uyghur. Must have strong organizational skills and be able to collaborate on a team, work independently, and meet deadlines. Must be able to demonstrate proficiency in multiple Turkic languages.

Preferred Qualifications:
Some knowledge in the field of applied linguistics and/or language learning pedagogy is preferred. Experience teaching a foreign language, preferably a Turkic language. Experience in professional writing and/or developing learning materials. Experience with audio and video editing software. Priority given to a student seeking a degree in linguistics, language pedagogy, applied linguistics, or a related field and students with fluency in multiple Turkic languages, especially Azerbaijani, Kirghiz and Uyghur.

Position Title: Azerbaijani Developer

Position Type: Graduate Student (G901) (0.50 FTE, 20 hours/week)

Department Name: Center for Languages of the Central Asian Region

Division Name: School of Global and International Studies

Salary Level: $15,750 per academic year

Justification of Need: To develop language learning materials for Introductory Azerbaijani

Job Summary:
Provides subject matter expertise on the Azerbaijani language for CeLCAR. Developer will work as a member of the Language Project Team (LPT) along with the center's Director, Language Instructional Specialist (LIS), and Information & Communication Technology (ICT) Specialist to design, develop, and publish a quality, empirically-based, peer-reviewed textbook for Introductory Azerbaijani.

Duties include:
- researching proficiency guidelines for Novice and Intermediate learners of Azerbaijani
- collaborating with LIS to develop a comprehensive scope and sequence
- using Backwards Course Design to develop well organized, balanced, chapters consisting of Language Points (concise and descriptive grammar explanations) and engaging communication-based practice activities (reading, writing, speaking, and listening)
- gathering and adapting authentic texts (oral and written) to integrate into chapter content
- gathering authentic multimedia materials (images, videos, songs, etc.) to incorporate implicit culture teaching into chapter content
- conducting periodic self-evaluations of textbook using standards-based evaluation criteria provided by CeLCAR
- collaborating with the ICT Specialist to edit multimedia materials and generate textbook design

Required Qualifications:
Excellent interpersonal and communication skills, both written and verbal, including ability to interact and communicate proficiently in both English and Azerbaijani. Must have strong organizational skills and be able to collaborate on a team, work independently, and meet deadlines. Must be knowledgeable in the field of applied linguistics and/or language learning pedagogy. Must be a student seeking a degree in linguistics, language pedagogy, applied linguistics, or a related field.

Preferred Qualifications:
Experience teaching a foreign language, preferably Azerbaijani. Experience in professional writing and/or developing learning materials. Experience with audio and video editing software.

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Position Title:	Turkic Bridging Project hourly assistant
Position Type:	Temporary Employee (Hourly) (not to exceed 10 hours/week; 330 hours in total; up to a year)
Department Name:	Center for Languages of the Central Asian Region
Division Name:	School of Global and International Studies
Salary Level:	Hourly wage at $15 per hour
Justification of Need:	To assist the Turkic bridging graduate assistant, Turkic bridging developer, and the Director/Chief Applied Linguist in creating introductory language learning materials for bridging from Turkish to the study of other Turkic languages, in particular with the target languages of bridging efforts, i.e. Azerbaijani, Kirghiz, and especially Uyghur.

Job Summary:
Works under the direction of the Chief Applied Linguist, the Turkish Bridging Developer (TBD) and the Turkish Bridging Graduate Assistant (TBGA) (G901) at CeLCAR to design, develop, and publish a quality, empirically-based, peer-reviewed textbook for bridging Turkish speakers to the Azerbaijani, Kirghiz, and Uyghur languages.

Duties include the following, as assigned by the TBD and/or TBGA:
- gather authentic texts (oral and written) in Azerbaijani, Kirghiz or Uyghur
- gather authentic multimedia materials (images, videos, songs, etc.) in these languages
- record and/or edit audiovisual materials
- organize project digital files
- develop communication-based practice activities (reading, writing, speaking, and listening) for the Azerbaijani, Kirghiz, and/or Uyghur language(s)
- review and edit chapter content for accuracy, clarity, and organization
- editing and formatting of chapter content

Required Qualifications:
Excellent interpersonal and communication skills, both written and verbal, including ability to interact and communicate proficiently in English. Must be technology savvy, have strong organizational skills and excellent attention to detail, and be able to collaborate on a team, work independently, and meet deadlines. Must be able to demonstrate proficiency in one of the following Turkic languages: Azerbaijani, Kirghiz, and especially Uyghur.

Preferred Qualifications:
Some knowledge in the field of applied linguistics and/or language learning pedagogy is preferred. Experience teaching a foreign language, preferably a Turkic language. Experience in professional writing and/or developing learning materials. Experience with audio and video editing software. Priority given to students seeking a degree in linguistics, language pedagogy, applied linguistics, or a related field and those who speak more than one of the three target languages: Azerbaijani, Kirghiz, and/or Uyghur.

Position Title:	Second Language Acquisition research assistant
Position Type:	Temporary Employee (Hourly) (not to exceed 20.9 hours/week; 360 hours per year)
Department Name:	Center for Languages of the Central Asian Region
Division Name:	School of Global and International Studies
Salary Level:	Hourly wage at $15 per hour
Justification of Need:	To assist the head of CeLCAR's research team on the acquisition of Central Asian (CA) languages, effects of orthography and extensive reading.

Job Summary:
Assist the head of CeLCAR's research project on the acquisition of CA languages and effects of orthography.

Duties can include, as assigned by the project head:
- completing forms for IU's Human Subjects & Institutional Review Board
- finding research participants
- acquiring equipment necessary for the project
- leading experiments with human subjects
- collecting and analyzing data
- running statistical analyses
- maintaining accurate records of research, including safeguarding confidentiality of participants, as necessary
- providing ready access to all research data for the head researcher
- summarizing project results
- preparing progress reports

Required Qualifications:
Excellent interpersonal and communication skills, both written and verbal, including ability to interact and communicate proficiently in English. Must have strong problem solving skills and excellent attention to detail, and be able to collaborate on a team, work independently, and meet deadlines. Must be knowledgeable in the field of second language acquisition. Must be a student seeking a degree in linguistics, second language acquisition, or a related field.

Preferred Qualifications:
Prior experience assisting with a research project. Previous experience presenting and/or publishing a research paper. Experience in statistics.

Position Title:	Second Language Instruction research assistant
Position Type:	Temporary Employee (Hourly) (not to exceed 20.9 hours/week; 360 hours per year)
Department Name:	Center for Languages of the Central Asian Region
Division Name:	School of Global and International Studies
Salary Level:	Hourly wage at $15 per hour
Justification of Need:	To assist the head of CeLCAR's research project on second language instruction in Central Asian (CA) languages.

Job Summary:
Assist the head of CeLCAR's research project on second language instruction in CA languages.

Duties can include, as assigned by the project head:
- completing forms for IU's Human Subjects & Institutional Review Board
- finding research participants
- acquiring equipment necessary for the project
- leading experiments with human subjects
- collecting and analyzing data
- maintaining accurate records of research, including safeguarding confidentiality of participants, as necessary
- providing ready access to all research data for the head researcher
- summarizing project results
- preparing progress reports

Required Qualifications:
Excellent interpersonal and communication skills, both written and verbal, including ability to interact and communicate proficiently in English. Must have strong problem solving skills and excellent attention to detail, and be able to collaborate on a team, work independently, and meet deadlines. Must be knowledgeable in the field of applied linguistics and/or language learning pedagogy. Must be a student seeking a degree in language pedagogy, applied linguistics, second language acquisition, linguistics, or a related field.

Preferred Qualifications:
Prior experience assisting with a pedagogical research project. Previous experience presenting and/or publishing a research paper. Experience in statistics.

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Position Title:	Editor, Target Language and English Language
Position Type:	Temporary Employee (Hourly) (not to exceed 20.9 hours/week)
Department Name:	Center for Languages of the Central Asian Region
Division Name:	School of Global and International Studies
Salary Level:	Hourly wage at $15 per hour

Justification of Need:	To assist CeLCAR developers with editing Central Asian language learning materials

Job Summary:
Works under the direction of CeLCAR's Language Instructional Specialist (LIS) to assist the language developers in editing the English instruction and translation portions of our language learning materials.

Duties include:
- reading English portions of language learning materials for accuracy, clarity, and organization, with special attention to finding and correcting errors in spelling, punctuation, and syntax.
- verifying understandability of Language Points
- identifying areas to improve interactive exercises, refine conversations, and improve language samples

Required Qualifications:
Excellent interpersonal and communication skills, both written and verbal, including ability to interact and communicate proficiently in English. Must have strong organizational skills and excellent attention to detail, and be able to collaborate on a team, work independently, and meet deadlines.

Preferred Qualifications:
Some knowledge in the field of linguistics and/or language learning pedagogy is preferred. Proficiency in the relevant Turkic, Iranian, Mongolic or Tibetan language preferred. Experience teaching a foreign language, preferably a Central Asian language. Experience in professional writing and/or developing learning materials. Experience with audio and video editing software. Priority given to students seeking a degree in linguistics, language pedagogy, applied linguistics, Central Asian Studies, or a related field.

Position Title:	Dari Heritage Language Instructor
Position Type:	Adjunct Instructor
Department Name:	Center for Languages of the Central Asian Region
Division Name:	School of Global and International Studies
Salary Level:	$7,000 per academic year
Justification of Need:	To teach Dari to heritage language learners

Job Summary:

Teach Dari to heritage language learners at Northern Virginia Community College (NOVA). Collaborate with CeLCAR's Afghan Heritage Language Project Team (LPT), along with the center's Director, Afghan Languages Developer, Language Instructional Specialist (LIS), and Information & Communication Technology (ICT) Specialist to test and provide feedback on the Heritage Dari teaching materials.

Duties include:
- Participating in regular LPT meetings
- Creating a course syllabus based on the Heritage Dari language textbook and creating fun and engaging lesson plans using the textbook content as a guide
- Tracking all errors, misunderstandings, confusions, or learning gaps in textbook draft, and provide regular reports on issues to the LPT, including providing suggestions for improvement
- Administering consistent and frequent informal formative assessments of learners to check for comprehension and evaluate material effectiveness
- Administering mid-course and end-of-course materials evaluation surveys to course participants
- Completing mid-course and end-of-course materials evaluation surveys as course instructor
- Administering pre-course and post-course proficiency exams to course participants to measure language growth of each learner

Required Qualifications:
Excellent interpersonal and communication skills, oral and written, including the ability to interact and communicate proficiently in both English and Dari. Minimum of a Master's degree.

Preferred Qualifications:
Some knowledge in the field of applied linguistics and/or language learning pedagogy is preferred. Prior experience teaching a foreign language. Experience teaching in a college or university. MA or PhD in linguistics, education, or a related field preferred.

Position Title:	Kurdish Heritage Language Instructor
Position Type:	Adjunct Instructor
Department Name:	Center for Languages of the Central Asian Region
Division Name:	School of Global and International Studies
Salary Level:	$7,000 per academic year
Justification of Need:	To teach Kurdish to heritage language learners

Job Summary:

Teach Kurdish to heritage language learners at Nashville State Community College (NSCC). Collaborate with CeLCAR's Kurdish Language Project Team (LPT), along with the center's Director, Kurdish Language Developer, Language Instructional Specialist (LIS), and Information & Communication Technology (ICT) Specialist to test and provide feedback on the Heritage Kurdish teaching materials.

Duties include:
- Participating in regular LPT meetings
- Creating a course syllabus based on the Heritage Kurdish language textbook and creating fun and engaging lesson plans using the textbook content as a guide
- Tracking all errors, misunderstandings, confusions, or learning gaps in textbook draft, and provide regular reports on issues to the LPT, including providing suggestions for improvement
- Administering consistent and frequent informal formative assessments of learners to check for comprehension and evaluate material effectiveness
- Administering mid-course and end-of-course materials evaluation surveys to course participants
- Completing mid-course and end-of-course materials evaluation surveys as course instructor
- Administering pre-course and post-course proficiency exams to course participants to measure language growth of each learner

Required Qualifications:
Excellent interpersonal and communication skills, oral and written, including the ability to interact and communicate proficiently in both English and Kurdish. Minimum of a Master's degree.

Preferred Qualifications:
Some knowledge in the field of applied linguistics and/or language learning pedagogy is preferred. Prior experience teaching a foreign language. Experience teaching in a college or university. Master's degree and/or PhD in linguistics, education, or a related field preferred.

Position Title: Afghan Language Instructor (Pashto or Dari)

Position Type: Adjunct Instructor

Department Name: Center for Languages of the Central Asian Region

Division Name: School of Global and International Studies

Salary Level: $7,000 per academic year

Justification of Need: To teach Dari/Pashto as a foreign language

Job Summary:

Teach Dari and/or Pashto at Morgan State University (MSU). Collaborate with CeLCAR's Afghan Languages Project Team (LPT), along with the center's Director, Afghan Languages Developer, Language Instructional Specialist (LIS), and Information & Communication Technology (ICT) Specialist to test and provide feedback on the Dari/Pashto teaching materials.

Duties include:
- Participating in regular LPT meetings
- Creating a course syllabus based on the Dari/Pashto language textbook and creating interesting and engaging lesson plans using the textbook content as a guide
- Tracking all errors, misunderstandings, confusions, or learning gaps in textbook draft, and provide regular reports on issues to the LPT, including providing suggestions for improvement
- Administering consistent and frequent informal formative assessments of learners to check for comprehension and evaluate material effectiveness
- Administering mid-course and end-of-course materials evaluation surveys to course participants
- Completing mid-course and end-of-course materials evaluation surveys as course instructor
- Administering pre-course and post-course proficiency exams to course participants to measure language growth of each learner

Required Qualifications:
Excellent interpersonal and communication skills, oral and written, including the ability to interact and communicate proficiently in both English and Dari and/or Pashto. Minimum of a Master's degree.

Preferred Qualifications:
Some knowledge in the field of applied linguistics and/or language learning pedagogy is preferred. Prior experience teaching a foreign language. Experience teaching in a college or university. Master's degree and/or PhD in linguistics, education, or a related field preferred.

Position Title:	Afghan Language Instructor (Pashto or Dari)
Position Type:	Adjunct Instructor
Department Name:	Center for Languages of the Central Asian Region
Division Name:	School of Global and International Studies
Salary Level:	$7,000 per academic year
Justification of Need:	To teach Dari/Pashto as a foreign language

Job Summary:

Teach Dari and/or Pashto at Harold Washington College (HWC). Collaborate with CeLCAR's Afghan Languages Project Team (LPT), along with the center's Director, Afghan Languages Developer, Language Instructional Specialist (LIS), and Information & Communication Technology (ICT) Specialist to test and provide feedback on the Dari/Pashto teaching materials.

Duties include:
- Participating in regular LPT meetings
- Creating a course syllabus based on the Dari/Pashto language textbook and creating interesting and engaging lesson plans using the textbook content as a guide
- Tracking all errors, misunderstandings, confusions, or learning gaps in textbook draft, and provide regular reports on issues to the LPT, including providing suggestions for improvement
- Administering consistent and frequent informal formative assessments of learners to check for comprehension and evaluate material effectiveness
- Administering mid-course and end-of-course materials evaluation surveys to course participants
- Completing mid-course and end-of-course materials evaluation surveys as course instructor
- Administering pre-course and post-course proficiency exams to course participants to measure language growth of each learner

Required Qualifications:
Excellent interpersonal and communication skills, oral and written, including the ability to interact and communicate proficiently in both English and Dari and/or Pashto. Minimum of a Master's degree.

Preferred Qualifications:
Some knowledge in the field of applied linguistics and/or language learning pedagogy is preferred. Prior experience teaching a foreign language. Experience teaching in a college or university. Master's degree and/or PhD in linguistics, education, or a related field preferred.

Position Title:	Tajiki Developer
Position Type:	Contract Employee
Department Name:	Center for Languages of the Central Asian Region
Division Name:	School of Global and International Studies
Salary Level:	$8000 for completed project (as defined by contract deliverables)
Justification of Need:	To develop an Introductory Tajiki online course

Job Summary:
Developer will work as a member of the Language Project Team (LPT) along with the center's Director, Language Instructional Specialist (LIS), and Information & Communication Technology (ICT) Specialist to design, develop, and publish a quality, self-contained, online course for Introductory Tajiki.

Duties include:
- use CeLCAR's Tajiki Novice and Intermediate proficiency guidelines and Introductory Tajiki textbook to develop a comprehensive curriculum for a self-contained online Introductory Tajiki course
- using Backwards Course Design to develop 12 well organized, balanced, online learning modules consisting of Language Points (concise and descriptive grammar explanations) and engaging, interactive, communication-based practice activities (reading, writing, speaking, and listening)
- gathering and adapting authentic texts (oral and written) to integrate into course content
- gathering authentic multimedia materials (images, videos, songs, etc.) to incorporate implicit culture teaching into course content
- creating audiovisual materials to support course content to supplement authentic materials as needed
- conducting periodic self-evaluations of online using standards-based evaluation criteria provided by CeLCAR, based on the principles of QualityMatters
- collaborating with the ICT Specialist to edit multimedia materials and develop interactive in-course apps to support course content

Required Qualifications:
Excellent interpersonal and communication skills, both written and verbal, including ability to interact and communicate proficiently in both English and Tajiki. Must have strong organizational skills and be able to collaborate on a team, work independently, and meet deadlines. Must be technology savvy and have experience creating and editing educational audio and video materials. Minimum of a Master's degree.

Preferred Qualifications:
Some knowledge in the field of applied linguistics and/or language learning pedagogy is preferred. Prior experience teaching a foreign language online. Master's degree and/or PhD in linguistics, education, or a related field preferred.

Position Title: Bridges Coordinator

Position Type: Hourly (20 hrs/wk for 44 weeks)

Division Name: School of Global and International Studies

Salary Level: $20/hour (approximately $22,000 annually)

Justification of Need:
The Bridges Coordinator will administer the *Bridges: Children, Languages, World* program, which offers language and culture classes to young learners in the greater Bloomington, Indiana area. *Bridges* emphasizes Less Commonly Taught Languages (LCTLs), many of which have been identified as Critical Needs Languages by the U.S. State Department and other federal agencies.

Job Summary:
Provides oversight of the *Bridges: Children, Language, World* program and will work closely with the Indiana University National Resource Centers' leadership.

Duties include:
- supervision of and guidance for student volunteer teachers
- reviewing and approving all lesson plans
- visiting classes and offering post-class feedback
- conducting orientations and mid-semester workshops for volunteer teachers
- overseeing the registration process
- communicating with parents and guardians of children enrolled in the program
- maintaining records of attendance and performance
- ordering materials
- maintaining website

Required Qualifications:
Bachelor's degree; Experience with second language acquisition and curriculum design; Excellent interpersonal and communication skills, written and verbal, including ability to interact and communicate with a wide variety of individuals; Strong organizational and multitasking skills, including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality; Must possess a valid driver's license with the ability to be insured by Indiana University.

Preferred Qualifications:
Facility in language pedagogy and knowledge of various areas studies; Experience in elementary, secondary, and or higher education; Bilingualism; Knowledge of and experience in using IU systems (including but not limited to KFS, UHRS, Travel Management, Purchasing); Experience in website management and social media outreach.

May 30, 2018

U.S. Department of Education, OPE
International Education Programs Service
Language Resource Centers Program
1900 K Street NW, Room 6077
Washington DC 20006-8521

To Whom It May Concern:

I am very pleased to offer my strong support of the application submitted by the Center for
Languages of the Central Asian Region (CeLCAR) for a Title VI Language Resource Center grant
for 2018-2022. CeLCAR has provided invaluable language teaching expertise to the strategically
important field of the less commonly taught languages (LCTL) of the Central Asian region. At
Indiana University in particular, CeLCAR has enhanced the impact of several departments,
including the Department of Central Eurasian Studies (CEUS), the IU Summer Language
Workshop (SLW), the Inner Asian and Uralic National Resource Center (IAUNRC), and the Sinor
Research Institute for Inner Asian Studies (SRIFIAS).

In addition to the successful cooperation with departments within Indiana University, CeLCAR
has also had a national impact through the dissemination of quality language-learning materials,
through presenting and publishing papers in major conferences and academic journals,
collaborations with other LRCs and NRCs, and through the establishment of a major international
academic conference, the Conference of Central Asian Languages and Linguistics (ConCALL),
where papers are presented on the linguistics and pedagogy of Central Asian languages by
researchers from all over the world. Since its founding in 2002, CeLCAR has excelled at creating,
designing, and producing pedagogically sound and superior language-teaching materials, thus
fulfilling the crucial need for promoting security and understanding in the United States and
within the Central Asian region.

Particularly noteworthy is CeLCAR's ongoing commitment to the integration of language
learning technology into its curricula and materials, especially its online language courses and the
popular and successful mobile learning apps that are available to download for free on major
platforms such as Apple iOS and Android. While many in the field of language learning are still
reticent to embrace the incorporation of technology, CeLCAR has recognized the vital need for
integrating pedagogically effective technology in the 21st-century paradigm of language teaching
and has not only created numerous professionally designed, highly acclaimed peer-reviewed
textbooks, but also various online language courses and smartphone apps. This need is even more
imperative in the field of LCTLs, such as the Central Asian languages that CeLCAR focuses on,
because for most learners, there is a lack of available input from outside of the classroom. By

making the incorporation of technology a priority, CeLCAR is effectively reaching a wider audience of learners and more effectively meeting the needs of today's digital native students by engaging them in the mediums in which they are most comfortable, therefore having a more significant global impact.

Sincerely,

David Zaret
Vice President

June 18, 2018

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

Dear Peer Reviewer,

It write to endorse and give my strong support to the Title VI grant proposal for the Center for Languages of the Central Asian Region's (CeLCAR) Language Resource Center. This application enjoys the strong support of the university and campus leadership, and the School of Global and International Studies (SGIS), where I am founding dean, and in which CeLCAR and our other Title VI centers and area and international studies departments and programs reside.

The mission of SGIS is to promote understanding of contemporary and global issues, informed by a deep knowledge of language, history, and culture. SGIS seeks to nurture and develop in our students a mix of global learning, including historical and cultural studies, plus analytical and language skills and professional attributes that prepare our students to be uniquely prepared – globally ready – for meaningful, impactful, and fulfilling work as global professionals.

With the generous support of the university and our state, SGIS has been able to add 25 new tenure track faculty in area and international studies in the four years since our last Title VI application, and opened its architecturally distinctive home in 2015. These investments are a mark of the commitment of the senior leadership of the university to the future of area studies.

CeLCAR submits this application in the context of this extraordinary commitment from a university and global school convinced of the growing importance of area studies and advanced language training and proud of Indiana University's century long history of global excellence, and our enduring and close partnership with the U.S. government.

The School's commitment to our Title VI centers manifests in our institutional and administrative support. A new shared services unit has been established and designed to provide a high level of administrative support for Title VI centers. Through shared services, the School provides grant support, FLAS management, travel processing, events coordination, and other administrative services for our Title VI programs. Our long-standing commitment to area studies and critical language instruction is demonstrated in our commitment to supporting CeLCAR staff salaries, which will allow CeLCAR to carry out its essential role in providing "language readiness."

CeLCAR's contributions to America's "language readiness" is highly significant. The Center has developed some of the most widely used pedagogical materials in the nation for the numerous languages extant in Central Asia, which are all critical for U.S. national interests.

CeLCAR has published, through external peer-reviewed presses, outstanding introductory textbooks for Dari, Pashto, Tajiki, Turkmen, Uyghur, and Uzbek, and intermediate textbooks for Dari, Pashto, Uyghur, and Uzbek. Various others, such as introductory Kazakh, Kyrgyz, Mongolian and Tibetan are currently being piloted or under review.

All of these texts are based on the most up-to-date, best practices in language pedagogy (using a combination of a standards-based curriculum and communicative language teaching approach) and contain extensive supplementary multimedia materials. Additionally, CeLCAR has developed online courses in Introductory and Intermediate Dari and Pashto and Introductory Mongolian, Uzbek, and Uyghur, in addition to heritage language courses for Dari and Pashto speakers. CeLCAR has also helped train an outstanding number of Central Asian language educators, many of whom have become instructors at IU and universities.

For the next four years, CeLCAR will add several peer-reviewed externally published textbooks to their existing works. This includes completing four drafts currently being piloted and/or under review (Introductory Kazakh, Kyrgyz, Mongolian, and Tibetan), developing three new introductory textbooks (Azerbaijani, Balochi, and Kurmanji), four intermediate textbooks (Kazakh, Kyrgyz, Kurmanji, and Mongolian), two new heritage workbooks, a Turkic bridging textbook based on their research on the subject conducted in the previous cycle, and an advanced Uyghur reader.

Additionally, CeLCAR will continue its work developing Proficiency Testing Project guidelines with associated tests in five languages (Azerbaijani, Balochi, Dari, Kurmanji, and Tibetan) and adding nine online language courses, including three introductory level online courses (Kurmanji, Tajiki, and Tibetan), four intermediate level courses (Kurmanji, Mongolian, Uyghur, and Uzbek), and two advanced level courses (Dari and Pashto) to their current list of courses.

Furthermore, CeLCAR will demonstrate its continued commitment to research on language pedagogy and linguistics by leading two research projects, one on language acquisition and one on pedagogy, in addition to hosting the fourth and fifth installments of the bi-annual Conference on Central Asian Languages and Linguistics (ConCALL), the only peer-reviewed professional academic conference that focuses solely on the linguistics and language pedagogy of the languages of Central Asia.
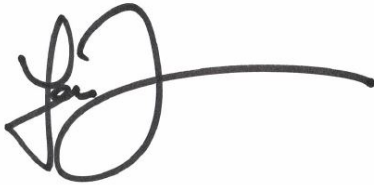
Established in Spring 2014, ConCALL has quickly gained a strong reputation among not only the Central Asian language education community, but the greater linguistics community, as evidenced by the increasing number of leading linguists presenting at the conference, resulting in a very selective, high quality conference.

Finally, CeLCAR will further increase outreach and foster interest in and knowledge of Central Asian languages through collaborations on four unique projects with community colleges and minority serving institutions across the country, creating 10 new informational pamphlets

(bringing the total to 45), developing at least 12 new mobile learning apps, and producing a bi-weekly podcast on CA languages along the Silk Road.

On behalf of Indiana University and the School of Global and International Studies, I strongly support CeLCAR's initiatives and the overall contributions it has made to our Nation in the field of critical language instruction.

Sincerely,

Lee Feinstein
Dean
School of Global and International Studies
Indiana University, Bloomington

June 14, 2018

INDIANA UNIVERSITY
SCHOOL OF EDUCATION
Office of the Dean

Dear Colleagues:

I am writing to express my support for the initiatives spearheaded by the area and global studies centers in Indiana University's School of Global and International Studies that are applying for Title VI funding this June. The School of Education is pleased to partner with the Title VI applicants to enhance the training and certification of K-12 teachers in the state of Indiana and beyond. As the premier institution that trains and certifies teachers in our state, the School of Education is enthusiastically supportive of the goals of this competition—to deepen the internationalization of our teacher training curriculum, advance K-12 world language instruction and certification, and bring engagement with cultures and societies into classrooms to develop skilled, knowledgeable, and engaged global citizens.

The School of Education has a long history of global research and international partnerships. Our Global Gateway for Teachers cultural immersion program is recognized as one of the most rigorous and innovative study abroad experiences among schools of education. Global Gateway places student teachers in 18 countries, national urban schools, and the Navajo Nation. We are thus firmly committed and well positioned to increase the number of graduates qualified to teach foreign languages by improving access to high-quality language instruction and to support the project goals of internationalizing the curriculum in Indiana school districts.

I am particularly pleased to collaborate on a new professional staff position, the Director of Global Education Initiatives, which will be jointly funded with the School of Global and International Studies (SGIS) and the Title VI centers at 100% FTE. In addition, the School of Education will provide administrative support through its Center for P-16 Research and Collaboration as well as the P-16 Center Director's time to supervise the position and serve as faculty liaison with other partners. This position's support for expanding language learning, internationalizing schools, providing teacher workshops and faculty development, engaging pre-service teachers in global and area studies, and increasing access to world language certification will be complemented by the development of a new Global Competency Certificate. This undergraduate certificate, a new degree that will be available to all IU undergraduates to achieve global competency and career readiness, marks yet another unique collaboration between the School of Education and SGIS. We are pleased to partner with SGIS and together build a stronger foundation for global learning, area studies, language learning, and career preparation on campus.

Our faculty looks forward to the outcomes of the activities we have planned, and I believe the investments we are making with support from the Title VI competition will have a lasting impact on the School of Education curriculum, instruction in world languages, area and global studies curriculum, and on the future teachers and citizens we will graduate.

Sincerely,

Terrence C. Mason
Dean
School of Education

IU

DEPARTMENT OF CENTRAL
EURASIAN STUDIES

INDIANA UNIVERSITY
School of Global and International Studies

May 21, 2018

TO: US Department of Education, Language Resource Centers Program, Washington DC

RE: <u>Title VI Language Resource Center for the Languages of the Central Asian Region (CeLCAR)</u>

Central Asia is a region of vast importance and interest to the United States due to its geographic centrality, its range of energy and mineral resources, and its diversity of cultures. Political and economic stability in the region is key not only to prosperity in the rest of Asia but across the globe. Turmoil in that region does not stay there; it finds its way into the Middle East, into South and East Asia, even into Europe and North America. In addition to the vast resources of lives and funds that the US has expended in Afghanistan and Pakistan to assist with societal stability, unrest generated by ethnic, religious, linguistic, and economic differences threatens to destabilize Xinjiang, Tibet, or several of the former Soviet republics. Other areas of Central Asia face different problems that are no less serious, such as Mongolia's alcohol epidemic.

As the world's nations become increasingly intertwined through electronic communications, swift travel, and trading interdependence, fully comprehending the cultures of Central Asia is vital for America's self-interest in foreign policy, trade policy, and bilateral and multilateral interactions. Complete facility with the languages of Central Asia is essential to make possible both accurate comprehension and effective interaction – and one institutional name stands at the cutting edge of Central Asian language study: CeLCAR.

Indeed, Indiana University's Center for Languages of the Central Asian Region (CeLCAR) has been at the forefront of US language resources relating to Central Asia since 2002. CeLCAR draws and builds upon IU's unrivaled talents in investigation, teaching, and outreach, talents that go back to the middle of the twentieth century. As chair of the Department of Central Eurasian Studies (CEUS), and as a faculty member for two decades, I write to emphasize in the strongest terms how important the research, pedagogical, and service contributions have been by CeLCAR, not only to scholars but also to students, agencies, and decision makers. I must note that CEUS has unique resources such as a steady stream of scholars and language instructors from Central Asian countries, who are well trained and eager to work with CeLCAR in developing online and traditional language course materials.

As a result of its individual and collaborative efforts, and under the direction of Dr. Öner Özçelik, CeLCAR has pioneered online course language instruction, both instructor facilitated and non-facilitated, in strategically important languages, such as introductory and intermediate levels of Dari and Pashto and introductory levels of Mongolian, Uyghur, and Uzbek, with the plan of developing introductory Tibetan and Tajiki, introductory and intermediate Kurmanji Kurdish, as well as intermediate Mongolian, Uyghur, and Uzbek and advanced level Dari and Pashto. Several of these courses are being developed in conjunction with the CEUS Department, involve CEUS faculty members, and will be offered as regular instruction with credit through IU Online.

Likewise, in the past four years, CeLCAR has been instrumental in collaborating with the CEUS Department in producing an introductory textbook in the Mongolian language and intermediate textbooks in Pashto, Uzbek, Uyghur, and Dari, in addition to several others that are currently being piloted. If funding permits, in the next four years, CeLCAR will produce introductory textbooks in Azerbajani, Balochi, and Kurmanji Kurdish, as well as intermediate textbooks in Kazak, Kurmanji Kurdish, Kyrgyz, and Mongolian. These current and future pedagogical projects build upon CeLCAR's stellar successes of the immediate past, which have been published by Georgetown University Press and are standard issue for staff at many governmental and non-governmental agencies.

For all the reasons outlined above, renewal of funding for CeLCAR as a Title VI Language Resource Center is essential and is most earnestly requested.

Sincerely,

J. K. Choksy

Dr. Jamsheed K. Choksy
Chair, Department of Central Eurasian Studies
Professor of Iranian Studies, Central Eurasian Studies (CEUS), India Studies, and History
Adjunct Professor of Religious Studies and Islamic Studies
Indiana University

Member, United States National Council on the Humanities
National Endowment for the Humanities
400 Seventh Street SW
Washington DC 20506

DEPARTMENT OF
SECOND LANGUAGE STUDIES

INDIANA UNIVERSITY
College of Arts and Sciences
Bloomington

May 24, 2018

Dear Colleagues:

It is our great pleasure to write this letter of support and confirmation of collaboration for the current funding cycle for the Center for Languages of the Central Asian Region (CeLCAR). The collaboration between CeLCAR and the Department of Second Language Studies has deepened over the years. What started as an affiliation of one faculty member with CeLCAR has matured into full collaboration with joint research projects, advisory roles, and many mutual interests in second language acquisition and materials development. The Department of Second Language Studies provides a research and pedagogical framework for promoting national language readiness by supporting the work of our Title VI Centers.

We are pleased that the Director of CeLCAR since 2012, Öner Özçelik, is a trained linguist (PhD in Linguistics, McGill University), a native speaker of Turkish, and a specialist in second language acquisition with a focus on Central Asian languages. Professor Özçelik is also an adjunct faculty member in the Department of Second Language Studies. It is promising for a director of CeLCAR to have such developed disciplinary knowledge and dedication to the field. The efforts of the Center are in excellent hands.

Three SLS faculty will provide disciplinary expertise for projects in three areas:

- Proficiency Testing Project (Professor Sun-Young Shin),

- Central Asian Project for Language Acquisition and Effects on Orthography on Language Acquisition (Professor Rex Sprouse), and

- Central Asian Language Teaching Research Project (Professor Yucel Yilmaz).

Professor Sun-Young Shin, whose area of specialization in Language Assessment and his work in Central Asian languages has full support from SLS, will be leading the Performance Testing Project (PTP). Dr. Shin has already facilitated in the development of seven proficiency guidelines and their associated proficiency assessment tests (Kazakh, Kyrgyz, Mongolian, Pashto, Turkmen, Uyghur, and Uzbek) during the last two cycles. In the upcoming funding cycle, CeLCAR plans to further address national strategic demand by expanding the proficiency guideline and assessment offerings to include Azerbaijani, Balochi, Dari, Kurmanji Kurdish and Tibetan.

Additionally, two new research projects are proposed for this cycle including SLS faculty:

Second language acquisition (SLA) research is crucial to materials development because it lays the foundation for pedagogical choices during the development process, including curriculum design, instructional methodologies, and assessment. To date, little SLA research focus specifically on the languages of the Central Asian region, which is why CeLAR's continued research projects are vital not only to CeLCAR's mission and the quality of its deliverables, but the SLA field as a whole. During this cycle, Dr. Rex Sprouse, one of the world's leading SLA theorists and researchers, will be spear-heading an SLA research project identifying structures that pose particular challenge for Central Asian language learners, including issues related to orthography. Dr. Sprouse and Dr. Özçelik's collaboration has already led to publications in the leading journals of the field, such as *Second Language Research*.

Dr. Sprouse's research with CeLCAR will directly inform a second research project, this one guided by Professor Yucel Yilmaz, one of CeLCAR's internal advisory board members, who has quickly established a reputation for excellence in experimental design in instructional effects studies and has published in the top-ranked journals. Working with a graduate student hourly, Dr. Yilmaz and Özçelik will use the constructions identified during the SLA research project to conduct empirical studies of the efficacy of different approaches to language teaching and feedback. Successful completion and dissemination of these important research projects in conferences and journals will both result in immediate pedagogical ramifications for Central Asian languages and raise the profile of Central Asian languages in the SLA research community, resulting in an impact beyond the Central Asian language learning community.

Furthermore, SLS regularly provides training to Foreign Language Teaching Assistants (FLTAs) via our Fall graduate course, *SLST-T500, Introduction to Languages for Academic Purposes*, which provides IU's FLTAs with a base of language education training that they can then apply in their work at CeLCAR.

We can say without bias that CeLCAR has worked successfully to bring current pedagogical and acquisition principles to bear on materials development for Central Asian languages. With their proposed projects which build on their previous materials development achievements, CeLCAR is bringing Central Asian languages out of an era characterized by the dearth of appropriate materials to a new future with forward-looking materials and pedagogical activities, and we greatly look forward to continuing our close collaboration with CeLCAR.

In short, we are pleased to support this application for Title VI funding by CeLCAR in the immediate grant cycle. We are committed to the projects names and will contribute faculty expertise and energy to new CeLCAR projects.

Sincerely,

Laurent Dekydtspotter

Professor and Chair, Department of Second Language Studies

Indiana University

IU

INNER ASIAN AND URALIC
NATIONAL RESOURCE CENTER

INDIANA UNIVERSITY
School of Global and International Studies

June 15, 2018

U.S. Department of Education
Washington, DC

To Whom It May Concern:

I am writing to support the application for renewal of the Center for the Languages of the Central Asian Region (CeLCAR) as a Language Resource Center at Indiana University.

As Director of IU's Title VI Inner Asian and Uralic National Resource Center (IAUNRC), it has been my great pleasure to work closely with staff of CeLCAR since the center's inception in 2002 and to follow their work as they develop, test, and publish instructional materials in the less commonly taught languages of the region. I know that the success of CeLCAR is a direct consequence of the dedication of its leadership and language developers, and I applaud the remarkable products of their efforts.

Our close collaboration continues in this grant cycle, in particular with respect to CeLCAR's materials development efforts in Kurmanji Kurdish, Kyrgyz, Balochi, Dari and Pashto, which IAUNRC supports financially, as well as the Conference on Central Asian Languages and Linguistics, which IAUNRC co-hosts with CeLCAR. We also collaborate on various other critical issues, such as bringing Central Asian language instruction to various community colleges across the US.

Our two units serve complementary purposes in fostering study of the region and its related territories; each has its specific priorities, but we constantly find opportunities to collaborate, whether on specific projects, organization of conferences, or sharing of ideas. Like the NRC that I direct, CeLCAR is unique as a Language Resource Center for its regional focus. For this reason alone, it must be maintained, as our country, led by President Trump's commitment, strives to expand foreign language skills not just among an elite few, but more broadly throughout the ranks of the general population.

With best wishes,

Edward J. Lazzerini
Director, IAUNRC
Professor, Department of Central Eurasian Studies

INDIANA UNIVERSITY

CENTER FOR INNOVATIVE
TEACHING AND LEARNING

Office of the Vice Provost for Undergraduate Education /
University Information Technology Services
Bloomington

May 17, 2018

Dear members of the review committee:

I am pleased to write this letter of endorsement for Indiana University's Center for Languages of the Central Asian Region (CeLCAR) and their application for funding under the Title VI Language Resource Centers (LRC) Program, 2018-2022, directed by Dr. Öner Özçelik.

I have found CeLCAR's work to be sound, both pedagogically and technologically, publishing language materials that are built on strong instructional footings and that utilize technologies in innovative ways. Of particular note is their cutting-edge use of mobile technologies to deliver language-learning applications across multiple platforms. Projects like this, in addition to their other online language offerings, mark CeLCAR's distinctive competency with language instruction. Key to their ongoing success is the value that the center places on employee development, making sure its instructors and developers stay updated on the most recent instructional and technological innovations.

The Center for Innovative Teaching and Learning (CITL) is prepared to assist CeLCAR in its efforts moving forward, particularly in its efforts to develop new online language courses. Specifically, the CITL will offer support in the following areas during the next four years:

- Facilitate in the training of one of CeLCAR's staff members to become a certified Quality Matters reviewer who is not only capable of ensuring that their own online course offerings comply with Quality Matters guidelines for course planning and assessment, but can also serve as an internal reviewer for all of IU.
- Offer training and support for the use of the Canvas learning management system. Though CeLCAR has significant experience in using Canvas, the Canvas developers continually make available to us new innovations, and the CITL can work together with CeLCAR to include them both in existing and in new online projects.
- Continue to explore gaming principles as a means of increasing student engagement with online exercises.

The CITL encompasses a wide variety of instructional and technological expertise that complements that which already exists within CeLCAR. We are ready to continue and enhance our partnership with this talented group as they continue to develop and offer distinctive language instruction programs.

Sincerely,

Gregory Siering, Ph.D.
Director, Center for Innovative Teaching and Learning
Indiana University

GEORGETOWN UNIVERSITY PRESS

3520 Prospect St, NW • Suite 140 • Washington, DC 20007

12 June 2018

U.S. Department of Education, Office of Postsecondary Education
International Education Programs Service
Language Resource Centers Program
1900 K Street NW, Room 6077
Washington DC 20006-8521

Re: Letter of Support, CeLCAR Application for Grants, Language Resource Centers Program

Dear Members of the Peer Review Committee:

I am pleased to write this letter of endorsement for the Indiana University Center for Languages of the Central Asian Region (CeLCAR) application for funding under the Title VI Language Resource Centers (LRC) Program FY2018 competition, directed by Dr. Öner Özçelik.

Georgetown University Press (GUP) has enjoyed a productive partnership with CeLCAR in developing language textbooks, having thus far published books for learning Dari, Pashto, Tajiki, Uyghur, and Uzbek. As a nonprofit scholarly publisher with extensive experience publishing in and about less commonly taught languages (LCTLs), this partnership has allowed CeLCAR materials to be widely disseminated, reaching broader audiences than they otherwise would have, and has contributed to GUP's mission to publish LCTL learning materials with a firm base in scholarship.

In previous years, we followed a model that allowed for wide dissemination of the materials created by CeLCAR. After CeLCAR develops a textbook manuscript and multimedia materials for a language covered by its program, including field testing and revisions, the center submits the manuscript and a proposal to GUP for its academic peer review. If the peer review is supportive and there is enough of a market to support the book, GUP then offers CeLCAR a contract for publication. The Press invests in the book by putting it through the production process, including copyediting, multiple rounds of proof revisions, printing, and thorough testing of multimedia materials. Leading up to and after release, GUP is responsible for marketing and outreach efforts, enabling course adoptions at schools around the world, and aiding in customer service. GUP will review this model moving forward, given the requirement for open licensing, to determine financial feasibility.

This publication partnership has been of great benefit to both organizations and we are eager to see CeLCAR receive funding through 2022. During this grant cycle, CeLCAR expects to submit

www.press.georgetown.edu

p 202.687.5889
f 202.687.6340

for peer review and publication manuscripts for the following languages at the introductory level: Kazakh, Kyrgyz, Mongolian, and Tibetan. CeLCAR also plans to develop materials for introductory Azerbaijani, Balochi, and Kurmanji and intermediate Kazakh, Kurmanji, Kyrgyz, and Mongolian. We will consider all of these for publication upon submission for academic peer review.

We have already accepted a proposal for CeLCAR to develop a pedagogically-focused book on the instructional design and development process for creating quality language teaching materials for LCTLs, tentatively titled *Designing Effective Language Learning Materials for Less Commonly Taught Languages*. Given CeLCAR's extensive experience and notable reputation in this area, we believe that this book will be a significant and much needed contribution to the field of LCTL teaching, and we are excited to receive the full manuscript.

We at Georgetown University Press strongly support continued funding for CeLCAR. That funding will allow us to continue a vital partnership that helps us meet our mission of supporting instruction in the less commonly taught languages.

Sincerely,

Clara Totten
Acquisitions Editor, Languages

UCLA

NATIONAL HERITAGE LANGUAGE RESOURCE CENTER

OLGA KAGAN
Director

1333 Rolfe Hall
Box 951411
Los Angeles, CA 90095-1411
phone: 310-825-2510
fax: 310-206-5183
http://www.nhlrc.ucla.edu

May 9, 2018

Dear Grant Reviewers,

The National Heritage Language Resource Center (NHLRC), at University of California, Los Angeles, is pleased to offer a letter of support for the Center for Languages of the Central Asian Region (CeLCAR)'s 2018-2022 Title VI Language Resource Center grant application.

During the 2014-2018 grant cycle, NHLRC and CeLCAR collaborated on the research for and curriculum development of their first language learning materials for both Dari and Pashto heritage language learners. We look forward to continuing this collaboration, providing continued research resources and pedagogical support for their proposed language learning materials for Advanced Dari and Advanced Pashto heritage learners, as well as materials for Kurdish heritage language learners.

NHLRC was established in 2006 as a national Language Resource Center (LRC) dedicated to developing effective pedagogical approaches for teaching heritage language learners. Our continued mission is to conduct research on heritage language learning and teaching strategies then disseminate that research to language programs and instructors to incorporate into their curriculum design, materials development, and language teaching. Thus, we are pleased to work with a partner like CeLCAR, who is dedicated to producing high-quality, peer-reviewed teaching materials for the Central Asian language education community, and we look forward to our continued collaboration during their 2018-2022 grant cycle.

Sincerely,

Maria Carreira
Co-Director
NHLRC

Kathryn Paul
Managing Director
NHLRC

Nashville State
Community College

Dear Title VI Grant Committee Reviews:

It is with great pleasure that Nashville State Community College (NSCC) writes a letter of support for the Center for Languages of the Central Asian Region's (CeLCAR) 2018-2022 Title VI Language Resource Center grant application.

Nashville State Community College is a comprehensive, regionally accredited, two-year community college located in the heart of Nashville, Tennessee. Serving a seven-county area in North Central Tennessee, we have an annual student population of over 10,000 in our 80+ programs across several industries. Most of our students are enrolled in one of our technical degree, transfer degree, or technical certificate programs; however, we also have a sizeable population of non-degree seeking students taking individual courses for professional development or personal interest.

NSCC takes pride in providing quality courses that meet the needs of our community members to flourish in their profession and in their personal lives, and therefore we strive to update our curricula and course offerings as necessary to fulfill these needs. This includes working to fulfill the needs of over 15,000 Kurdish-Americans living in the Nashville region. Some of these families have called Nashville home since settling here as refugees of the first and second Kurdish-Iraq wars in the 1970s, some arrived in the 1990s as refugees of the Anfal genocide as part of the Iran-Iraq War, and still other refugees have come to Nashville as a result of the modern Syrian civil war.

In order to better meet the needs of our community, NSCC will work with CeLCAR to conduct a thorough needs analysis of our community and student population to determine the need for (i) an introductory Kurdish language and culture workshop designed for local K-12 teachers, (ii) a Kurdish heritage language program, and/or (iii) a Kurdish language program. Based on this analysis, we will work with CeLCAR to develop and deliver these high quality programs at our institution.

We sincerely look forward to this collaboration with CeLCAR and are confident that it will result in important and relevant contributions to the Nashville community, which will no doubt have great implications for our national community as well.

Sincerely,

Patricia Armstrong, PhD
Dean, English, Humanities, Arts, and Languages
Nashville State Community College
120 White Bridge Road, H-222D
Nashville, TN 37209
615-353-3758
patricia.armstrong@nscc.edu

English, Humanities, & Arts Division

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PR/Award # P229A180011

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June 1, 2018

To Whom It May Concern:

Northern Virginia Community College (NOVA) is pleased to offer a letter of support for the Center for Languages of the Central Asian Region (CeLCAR)'s 2018-2022 Title VI Language Resource Center grant application.

NOVA is a public two-year community college established in 1964 and has a long and respected history in the state's education system. It is one of 23 community colleges in the Virginia Community College System. NOVA serves over 75,000 students annually across six campuses in Northern Virginia, and offers associate degree programs for university transfer and direct workplace entry in a variety of professional and academic fields. NOVA has a vibrant world languages program which currently offers 11 world languages including Arabic, Chinese, French, German, Japanese, Korean, Latin, Portuguese, Russian, Spanish, and English. NOVA has previously been in collaboration with CeLCAR, establishing a Dari Heritage Language Learning program designed to meet the needs of over 30,000 Afghan residents living in the greater Northern Virginia area. The Workforce Development Division is proud to offer Dari and look forward to continuing this collaboration during CeLCAR's 2018-2022 grant cycle. Professor Sophia Sexton plans to work with them to expand the offerings in Dari by developing an Advanced Dari for Heritage curriculum and course book. This new course will benefit Dari speakers who have completed Heritage Dari by offering them an opportunity to improve their reading and writing rhetorical skills, thus making them more marketable in both public and private sectors of Northern Virginia and the nation.

We are enthusiastic about this ongoing collaboration which will combine the mission of CeLCAR, to disseminate information and support the learning of languages from the Central Asian Region, and the mission of NOVA to deliver high quality language courses to the residents of Northern Virginia and Washington D.C.

Steven Partridge
Vice President of Workforce & Economic Development

May 25, 2018

To Whom It May Concern,

It is with great pleasure that I write this letter of support for the current funding cycle for the Center of Languages of the Central Asian Region (CeLCAR) at Indiana University.

Harold Washington College (HWC) is one of seven community colleges in the City Colleges of Chicago system, serving over 80,000 students in the Chicago metro area of Illinois. Founded in 1962 (as Loop College), it was dedicated to the memory of Mayor Washington, the first African American to be elected Mayor of Chicago, in 1988, shortly after his passing. HWC offers two-year associate degree programs in a wide variety of majors, providing transfer assistance to local four-year upper division colleges and universities, as well as City Colleges' College to Careers hub for education in business, entrepreneurship and professional service.

HWC currently offers Chinese, French, Italian, Japanese, and Spanish; however, we are interested in partnering with CeLCAR to add a less commonly taught language from Central Asia to our Department of World Languages offerings, in order to reflect the growing population of Central Asian Americans living in the Chicago area (most notably Afghans, Azerbaijanis, Kazakhs, Kyrgyz, and Uzbeks).

We are enthusiastic about this potential collaboration that will combine the mission of CeLCAR to disseminate information and support the learning of languages from the Central Asian region and the mission of Harold Washington College to deliver high quality language courses to the residents of the communities in the Chicago area.

If this proposal is successful, HWC will ensure compliance with all pertinent federal regulations and policies. The subcontract agreement should be between your institution and the Harold Washington College. It is understood that support requested will be provided for a 48-month period in the total amount of $14,000.

Sincerely,

Jacqueline M. Cunningham
Department Chair, World Languages
Harold Washington College
jcunningham@ccc.edu

MORGAN STATE UNIVERSITY

GROWING THE FUTURE • LEADING THE WORLD

Department of World Languages and International Studies

June 18, 2018

To Whom It May Concern:

Morgan State University (MSU) is pleased to offer a letter of support for the 2018-2022 Title VI Language Resource Center grant application of the Center for Languages of the Central Asian Region (CeLCAR).

MSU, founded in 1872, is a four-year historically black university in Baltimore, Maryland with an average enrollment of 7,700 students in programs awarding Baccalaureate, Masters, and Doctorate degrees. Furthermore, the University has historically ranked among the top public campuses nationally in the number of black graduates receiving doctorates.
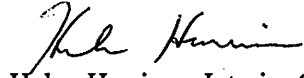
MSU has committed itself to providing access to global study opportunities for its students and, as such, names internationalization as one of the core values and missions of MSU in accordance with the Strategic Plan for Morgan State University (2011 – 2021). More specifically, MSU focuses on increased globalization of research and education and on a renewed call for ethical reflection and commitment. Under Goal 5, "Growing Morgan's Standing as a Doctoral Research Intensive University" is our pledge to expand the international focus in the curriculum including more study abroad programs. This philosophy manifests in MSU's commitment to language education, including less commonly taught languages, with current course offerings in Arabic, Chinese, French, German, Japanese, Latin, Portuguese, Spanish, Swahili, and Yoruba.

The proposed collaboration with CeLCAR to establish a two-year Dari language curriculum, including introductory level Dari starting in AY 2020-2021 and intermediate-level Dari during AY 2021-2022, would benefit our goals for increased internationalization, but more specifically, it would benefit MSU's ROTC program participants, who would benefit from increased access to specialized scholarships and advancement opportunities upon entering active service as a result of studying a Department of Defense identified strategic language.

We are looking forward to this substantial collaborative effort with CeLCAR as part of their new grant application. We feel the collaboration will contribute to Morgan Statue University's overall mission of internationalization, benefit our general education population by helping them to stand out and to be more competitive in the job market upon graduation, and of course substantially benefit our ROTC student population as described above. If the proposal is successful, MSU will ensure compliance with all pertinent federal regulations and policies. It is understood that the support requested will be provided for a 48-month period in the total amount of $14,000.

MSU has signed a subcontract agreement with Indiana University.

Sincerely,

Helen Harrison, Interim Chair, World Languages and International Studies
Gilliam College of Liberal Arts, Morgan State University

PROJECT GOAL 1: Increase the number of quality empirically-based language learning materials through the development and dissemination of new teaching materials for LTCLs from the Central Asian Region (CP1).

Performance Measure 1: Three introductory CA LCTL textbooks designed, developed, and disseminated for use by language instructors and students by the completion of AY 2022.								
Activities	**Data/ Indicators**	**Frequency**	**Data Source**	**Baseline and Targets**				
				BL	**T1**	**T2**	**T3**	**T4**
1a. Design, develop, and publish a quality, empirically-based, peer-reviewed language learning textbook for Introductory Azerbaijani.	i. Completed textbook	Each semester	Center Records	0	N/A	N/A	50%	100%
	ii. 80% approval rating on evaluation surveys distributed to users	Each semester	Online survey	0	N/A	N/A	50%	100%
	iii. 90% approval rating on summative external review	Once (Y3)	Standards based evaluation form	0	N/A	N/A	N/A	100%
1b. Design, develop, and publish a quality, empirically-based, peer-reviewed language learning textbook for Introductory Balochi.	i. Completed textbook	Each semester	Center Records	0	N/A	N/A	50%	100%
	ii. 80% approval rating on evaluation surveys distributed to users	Each semester	Online survey	0	N/A	N/A	50%	100%
	iii. 90% approval rating on summative external review	Once (Y4)	Standards based evaluation form	0	N/A	N/A	N/A	100%
1c. Design, develop, and publish a quality, empirically-based, peer-reviewed language learning textbook for Introductory Kurdish (Kurmanji).	i. Completed textbook	Each semester	Center Records	0	75%	100%	N/A	N/A
	ii. 80% approval rating on evaluation surveys distributed to users	Each semester	Online survey	0	N/A	50%	100%	N/A
	iii. 90% approval rating on summative external review	Once (Y3)	Standards based evaluation form	0	N/A	N/A	100%	N/A

Performance Measure 2: Four intermediate CA LCTL textbooks designed, developed, and disseminated for use by language instructors and students by the completion of AY 2022.								
2a. Design, develop, and publish a quality, empirically-based, peer-reviewed language learning textbook for Intermediate Kazakh.	i. Completed textbook	Each semester	Center Records	0	N/A	25%	75%	100%
	ii. 80% approval rating on evaluation surveys distributed to users	Each semester	Online survey	0	N/A	N/A	50%	100%
	iii. 90% approval rating on summative external review	Once (Y4)	Standards based evaluation form	0	N/A	N/A	N/A	100%
2b. Design, develop, and publish a quality, empirically-based, peer-reviewed language learning textbook for Intermediate Kirghiz.	i. Completed textbook	Each semester	Center Records	0	75%	100%	N/A	N/A
	ii. 80% approval rating on evaluation surveys distributed to users	Each semester	Online survey	0	50%	100%	N/A	N/A
	iii. 90% approval rating on summative external review	Once (Y2)	Standards based evaluation form	0	N/A	100%	N/A	N/A
2c. Design, develop, and publish a quality, empirically-based, peer-reviewed language learning textbook for Intermediate Kurdish (Kurmanji).	i. Completed textbook	Each semester	Center Records	0	N/A	25%	75%	100%
	ii. 80% approval rating on evaluation surveys distributed to users	Each semester	Online survey	0	N/A	N/A	50%	100%
	iii. 90% approval rating on summative external review	Once (Y4)	Standards based evaluation form	0	N/A	N/A	N/A	100%
2d. Design, develop, and publish a quality, empirically-based, peer-reviewed language learning textbook for Intermediate Mongolian.	i. Completed textbook	Annually	Center Records	0	N/A	N/A	75%	100%
	ii. 80% approval rating on evaluation surveys distributed to users	Each semester	Online survey	0	N/A	N/A	50%	100%
	iii. 90% approval rating on summative external review	Once (Y4)	Standards based evaluation form	0	N/A	N/A	N/A	100%

Performance Measure 3: Three advanced intermediate CA LCTL readers designed, developed, and disseminated for use by language instructors and students by the completion of AY 2022.									
3a. Design, develop, and publish a quality, empirically-based, peer-reviewed heritage language reader for advanced Dari speakers.	i. Completed reader	Each semester	Center Records	0	25%	50%	75%	100%
	ii. 80% approval rating on evaluation surveys distributed to users	Each semester	Online survey	0	N/A	N/A	50%	100%
	iii. 90% approval rating on summative external review	Once (Y3)	Standards based evaluation form	0	N/A	N/A	N/A	100%
3b. Design, develop, and publish a quality, empirically-based, peer-reviewed heritage language reader for advanced Pashto speakers.	i. Completed reader	Each semester	Center Records	0	25%	50%	75%	100%
	ii. 80% approval rating on evaluation surveys distributed to users	Each semester	Online survey	0	N/A	N/A	50%	100%
	iii. 90% approval rating on summative external review	Once (Y3)	Standards based evaluation form	0	N/A	N/A	N/A	100%
3c. Design, develop, and publish a quality, empirically-based, peer-reviewed content-based reader for Advanced Uyghur speakers.	i. Completed reader	Each semester	Center Records	0	75%	100%	N/A	N/A
	ii. 80% approval rating on evaluation surveys distributed to users	Each semester	Online survey	0	50%	100%	N/A	N/A
	iii. 90% approval rating on summative external review	Once (Y2)	Standards based evaluation form	0	N/A	100%	N/A	N/A

Performance Measure 4: One heritage language textbook for beginning level speakers of Kurdish (Kurmanji) designed, developed, and disseminated by the completion of AY 2021 to support a growing Kurdish heritage community.								
4a. Design, develop, and publish a quality, empirically-based, peer-reviewed heritage language textbook for Kurdish (Kurmanji).	i. Completed textbook	Each semester	Center Records	0	50%	75%	100%	N/A
	ii. 80% approval rating on evaluation surveys distributed to users	Each semester	Online survey	0	N/A	50%	100%	N/A
	iii. 90% approval rating on summative external review	Once (Y3)	Standards based evaluation form	0	N/A	N/A	100%	N/A
Performance Measure 5: One Turkic bridging textbook designed and developed to teach Azerbaijani, Kirghiz, and Uyghur to speakers of Turkish with publication and dissemination by the completion of AY 2021.								
5a. Design, develop, and publish a quality, empirically-based, peer-reviewed textbook for bridging Turkish speakers to the Azerbaijani, Kirghiz, and Uyghur languages.	i. Completed textbook	Each semester	Center Records	0	25%	50%	100%	N/A
	ii. 80% approval rating on evaluation surveys distributed to users	Each semester	Online survey	0	25%	50%	100%	N/A
	iii. 90% approval rating on summative external review	Once (Y3)	Standards based evaluation form	0	N/A	50%	100%	N/A
Performance Measure 6: Eight formal evaluations on the overall quality, usefulness, effectiveness, and relevance of CeLCAR products and activities by the completion of AY 2022.								
6a. Conduct internal ongoing formative evaluations of CeLCAR products and activities.	i. Evaluation report	Annually	Center records	0	1	2	3	4
6b Facilitate external, independent, expert review of CeLCAR activities.	i. Evaluation report	Annually	Center records	0	1	1	2	2

PROJECT GOAL 2: Increase the development, application, and dissemination of performance testing materials for LCTLs from the Central Asian Region (CP1).

Performance Measure 1: Five proficiency guidelines and associated reading and writing proficiency tests covering three developmental levels (introductory, intermediate, and advanced) of CA LCTLs to be published and disseminated by the completion of AY 2021.								
Activities	**Data/ Indicators**	**Frequency**	**Data Source**	**Baseline and Targets**				
				BL	**T1**	**T2**	**T3**	**T4**
1a. Develop, publish, and disseminate proficiency guidelines and associated tests for Azerbaijani.	i. Published proficiency guidelines	Annually	CeLCAR Website	0	75%	100%	N/A	N/A
	ii. Published proficiency tests	Annually	CeLCAR Website	0	25%	50%	100%	N/A
1b. Develop, publish, and disseminate proficiency guidelines and associated tests for Balochi.	i. Published proficiency guidelines	Annually	CeLCAR Website	0	75%	100%	N/A	N/A
	ii. Published proficiency tests	Annually	CeLCAR Website	0	25%	50%	100%	N/A
1c. Develop, publish, and disseminate proficiency guidelines and associated tests for Dari.	i. Published proficiency guidelines	Annually	CeLCAR Website	0	75%	100%	N/A	N/A
	ii. Published proficiency tests	Annually	CeLCAR Website	0	25%	50%	100%	N/A
1d. Develop, publish, and disseminate proficiency guidelines and associated tests for Kurdish.	i. Published proficiency guidelines	Annually	CeLCAR Website	0	75%	100%	N/A	N/A
	ii. Published proficiency tests	Annually	CeLCAR Website	0	25%	50%	100%	N/A
1d. Develop, publish, and disseminate proficiency	i. Published proficiency guidelines	Annually	CeLCAR Website	0	75%	100%	N/A	N/A

guidelines and associated tests for Tibetan.	ii. Published proficiency tests	Annually	CeLCAR Website	0	25%	50%	100%	N/A

PROJECT GOAL 3: Increase the number of highly qualified teachers and effective instructional materials through the conduct and dissemination of research on new and improved teacher methods (CP1).

Performance Measure 1: Four research-based articles, four conference presentations, and one pedagogical textbook published and disseminated to support LCTL learning and teaching by the completion of AY 2022.								
Activities	**Data/ Indicators**	**Frequency**	**Data Source**	**Baseline and Targets**				
				BL	**T1**	**T2**	**T3**	**T4**
1a. Research, identify, and test new and innovative language learning and/or teaching methods for LCTLs with final versions publically disseminated.	i. total # of academic articles submitted to scholarly peer-reviewed academic journals	Annually	Academic journals	0	0	2	2	4
	ii. total # of abstracts submitted to reputable peer-reviewed academic conferences	Annually	Academic conferences	0	0	2	2	4
1b. Design, develop, and publish a research-based language teaching instructional textbook for designing and developing materials for LCTLs.	i. Completed instructional textbook	Annually	Center Records	0	75%	100%	N/A	N/A
	ii. 80% approval rating on formative evaluation surveys	Each semester	Online survey	0	N/A	75%	100%	N/A
	iii. 90% approval rating on summative external review	Once (Y3)	Standards based evaluation form	0	N/A	N/A	100%	N/A

Performance Measure 3: One Hybrid Teacher Training Workshop to provide ongoing professional development opportunities for LCTL CA language teachers by the completion of AY 2022.								
2a. Design, develop, and host a hybrid teacher-training workshop.	i. # of modules developed for online portion of hybrid workshop	Annually	CeLCAR Website	0	4	6	8	10
	ii. # of residential summer workshops hosted	Annually	Center Records	0	1	2	3	4
2b. Conduct post-workshop surveys to assess the number of innovative and/or substantive ideas emerging from collaborations and to evaluate the effectiveness of instruction and translation to practice in the field.	i. Report on innovative and/or substantive ideas emerging from workshop collaborations	Annually	Center Records	0	1	2	3	4
	ii. 80% approval rating on evaluation surveys distributed to workshop participants	Annually	Online survey	0	50%	80%	100%	100%
	ii. % of instructors reporting using methodology in their instruction/materials development	Annually	Online survey	0	20%	30%	40%	50%

Performance Measure 4: Two iterations of a bi-annual Conference on Central Asian Languages and Linguistics (ConCALL) and associated pedagogy workshops, published content, and proceedings for dissemination by the completion of AY 2022.									
4a. Coordinate, advertise, and host biannual conference	i. # of conference attendees per conference	Bi-Annually	Center records	75	N/A	85	N/A	100
	ii. 90% approval rating on evaluation surveys distributed to conference participants	Bi-Annually	Online survey	100%	N/A	100%	N/A	100%
4b. Coordinate, advertise, and host biannual pedagogy workshop to hold in conjunction with ConCALL	i. # of attendees per workshop	Bi-Annually	Center records	0	N/A	20	N/A	25
	ii. 90% approval rating on evaluation surveys distributed to workshop participants	Bi-Annually	Online survey	0	N/A	50%	N/A	100%
4c. Record, edit, and post online videos of ConCALL Plenary speakers	ii. 90% approval rating on evaluation surveys distributed to conference participants	Bi-Annually	CeLCAR Website	9	N/A	13	N/A	17
4d. Organize, edit, publish, and disseminate ConCALL proceedings	i. Published conference proceedings	Bi-Annually	CeLCAR Website	3	N/A	4	N/A	5

Project Goal 4: Expand overall outreach for foreign language instruction in CA LCTLs to under-served populations, including community colleges, minority-serving institutions, and non-traditional students (CP2).

Performance Measure 1: Four new CA language programs at community colleges and minority serving institutions by the end of AY 2022.								
Activities	**Data/ Indicators**	**Frequency**	**Data Source**	**Baseline and Targets**				
				BL	**T1**	**T2**	**T3**	**T4**
1a. Collaborate with NSCC to develop and deliver a comprehensive curriculum for a Heritage Kurdish language course.	i. Completed curriculum guide and syllabus	Annually	Center records	0	25%	50%	100%	N/A
	ii. 80% approval rating on evaluation surveys distributed to users	Each semester	Online survey	0	N/A	N/A	75%	100%
1b. Collaborate with MSU to develop and deliver a comprehensive curriculum for a Dari language course aimed at ROTC, military, and NGO personnel.	i. Completed curriculum guide and syllabus	Annually	Center records	0	50%	100%	N/A	N/A
	ii. 80% approval rating on evaluation surveys distributed to users	Each semester	Online survey	0	N/A	75%	100%	100%
1c. Collaborate with HWC to develop and deliver a comprehensive curriculum for a an Afghan language course.	i. Completed curriculum guide and syllabus	Annually	Center records	0	50%	100%	N/A	N/A
	ii. 80% approval rating on evaluation surveys distributed to users	Each semester	Online survey	0	N/A	75%	100%	100%
1d. Collaborate with NOVA to develop and deliver a	i. Completed curriculum guide and syllabus	Annually	Center records	0	50%	100%	N/A	N/A

comprehensive curriculum for an Advanced Heritage Dari language course.	ii. 80% approval rating on evaluation surveys distributed to users	Each semester	Online survey	0	N/A	75%	100%	100%
Performance Measure 2: Nine online LCTL courses for language learners who do not have access to traditional classroom learning paradigms at academic institutions by the end of AY 2022.								
2a. Design and develop an online Advanced Dari language course.	i. Completed curriculum and 8 online modules	Annually	Center records	0	50%	100%	N/A	N/A
	ii. 80% approval rating on evaluation surveys	Each semester	Online survey	0	N/A	75%	100%	100%
2b. Design and develop an online Introductory Kurdish language course.	i. Completed curriculum and 8 online modules	Annually	Center records	0	50%	100%	N/A	N/A
	ii. 80% approval rating on evaluation surveys	Each semester	Online survey	0	N/A	75%	100%	100%
2c. Design and develop an online Intermediate Kurdish language course.	i. Completed curriculum and 8 online modules	Annually	Center records	0	N/A	N/A	50%	100%
	ii. 80% approval rating on evaluation surveys	Each semester	Online survey	0	N/A	N/A	N/A	100%
2d. Design and develop an online Intermediate Mongolian language course.	i. Completed curriculum and 8 online modules	Annually	Center records	0	N/A	N/A	50%	100%
	ii. 80% approval rating on evaluation surveys	Each semester	Online survey	0	N/A	N/A	N/A	100%
	i. Completed curriculum and 8 online modules	Annually	Center records	0	N/A	N/A	50%	100%

2e. Design and develop an online Advanced Pashto language course.	ii. 80% approval rating on evaluation surveys	Each semester	Online survey	0	N/A	N/A	N/A	100%
2f. Design and develop an online Introductory Tajiki language course.	i. Completed curriculum and 8 online modules	Annually	Center records	0	N/A	50%	75%	100%
	ii. 80% approval rating on evaluation surveys	Each semester	Online survey	0	N/A	N/A	50%	100%
2g. Design and develop an online Introductory Tibetan language course.	i. Completed curriculum and 8 online modules	Annually	Center records	0	50%	100%	N/A	N/A
	ii. 80% approval rating on evaluation surveys	Each semester	Online survey	0	N/A	75%	100%	100%
2h. Design and develop an online Intermediate Uyghur language course.	i. Completed curriculum and 8 online modules	Annually	Center records	0	50%	100%	N/A	N/A
	ii. 80% approval rating on evaluation surveys	Each semester	Online survey	0	N/A	75%	100%	100%
2i. Design and develop an online Intermediate Uzbek language course.	i. Completed curriculum and 8 online modules	Annually	Center records	0	50%	100%	N/A	N/A
	ii. 80% approval rating on evaluation surveys	Each semester	Online survey	0	N/A	75%	100%	100%
Performance Measure 3: Ten informational pamphlets researched, designed, and developed to support dissemination of information about languages from the CA region by the completion of AY 2022.								
3a. Research and develop full color informational pamphlets	i. Total # of completed informational pamphlets	Annually	Center records	35	38	40	43	45

for Amdo Tibetan, Crimean Tatar, Gagauz, Kumkyk, Manchu, Mari, Mordvin, Noghay, Udmurt, and Yugur (Eastern and Western) languages for online publication.	ii. % increase in # of times pamphlets downloaded	Annually	Web analytics	1K	10%	20%	30%	40%

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:** `1234-Combinded_LRC-Budget-CeLCAR Sponsor Budget_Fin`

| Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative |

To add more Budget Narrative attachments, please use the attachment buttons below.

| Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative |

Language Resource Center Program: Center for the Languages of the Central Asian Region
Organization: Trustees of Indiana University
Project Performance Period: 2018-2022

Category					Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022
1. PERSONNEL	Year 1	Year 2	Year 3	Year 4				
Salaried positions: assume salary increase of 3% per year								
A. Academic Faculty, Summer Faculty, Professional Exempt Staff								
1. Language Instructional Specialist (Amber Kent), full-time CeLCAR staff, .33 FTE @ $55,739 12 months (0.67 FTE paid with assistance of SGIS)					18,394	18,946	19,514	20,099
Salary		18,394	18,946	19,514	20,099			
Benefits 38.09%		7,006	7,217	7,433	7,656			
2. Information/Communication Technology Specialist (Sukhrob Karimov), full-time CeLCAR staff, .47 FTE @ $52,143, 12 months (.50 FTE paid with assistance of SGIS, .03 FTE IAUNRC)					24,507	25,242	25,999	26,779
Salary		24,507	25,242	25,999	26,779			
Benefits 38.09%		9,335	9,615	9,903	10,200			
3. Dari and Pashto Developer, Advanced, Plus Online Dari & Pashto and Heritage Dari & Pashto (Rahman Arman), full-time CeLCAR staff @ $38,803/10 months, .20 FTE Y1 and Y2 (remainder each year paid with assistance of SGIS, except for .13 FTE in Y1 by IAUNRC) *CPP1 & *CPP2					7,805	7,993	0	0
Salary		7,805	7,993	0	0			
Benefits 38.09%		2,973	3,045	0	0			

4. Mongolian Developer, Intermediate (Tserenchunt Legden), 8 weeks or 1.85 person months @ $53,208/10 mths., Y3 and Y4 only (summer only). Tserenchunt Legden is a native speaker of Mongolian and will develop an intermediate textbook and an intermediate online course. **CPP1**						0	0	11,290	11,629
	Salary		0	0	11,290	11,629			
	Benefits	25.92%	0	0	2,926	3,014			
5. Tibetan Developer, Intermediate (Gedun Rabsal), 4 weeks or 0.92 person months @ $53,953/10 mths., Y1 and Y2 only (summer only). Gedun Rabsal is a native speaker of Tibetan and will develop an intermediate textbook and an introductory online Tibetan language course, as well as spearheading the peer-review process of the Introductory Tibetan textbook. **CPP1**						5,395	5,557	0	0
	Salary		5,395	5,557	0	0			
	Benefits	25.92%	1,398	1,440	0	0			
6. Uyghur Developer, Advanced (Gulnisa Nazarova), 4 weeks or 0.92 person months @ $53,559/10 mths., Y1 and Y2 only (summer only). Gulnisa Nazarova is a native speaker of Uyghur and will develop advanced language materials. **CPP1**						5,356	5,517	0	0
	Salary		5,356	5,517	0	0			
	Benefits	25.92%	1,388	1,430	0	0			
7. Turkic Bridging Developer, (Sibel Crum), 4 weeks or 0.92 person months @ $50,000/10 mths., Y1 and Y2 only (summer only). Bridge from Turkish to Turkic Languages: Azerbaijani (Southwest Turkic), Kyrgyz (Northwest Turkic), and Uyghur (Southeast Turkic) with Oner Ozcelik, a bridging graduate assistant, and Azerbaijani, Kyrgyz, and Uyghur developers. Sibel Crum is a native speaker of Turkish. **CPP1**						5,000	5,150	0	0
	Salary		5,000	5,150	0	0			
	Benefits	25.92%	1,296	1,335	0	0			

8. Researcher on Central Asian language acquisition and effects of orthography on language (Rex Sprouse), 2 weeks or 0.46 person months @ $90,755/10 mths., Y1-Y4 (summer only) ***CPP1**						4,538	4,674	4,814	4,958
Salary		4,538	4,674	4,814	4,958				
Benefits	25.92%	1,176	1,212	1,248	1,285				
9. Proficiency Testing Project expert (SunYoung Shin), 4 weeks or 0.92 person months @ $67,010/10 mths., Y1-Y3 only (summer only). Develop proficiency examinations for Azerbaijani, Balochi, Kurmanji Kurdish, and Tibetan. ***CPP1**						6,701	6,902	7,109	0
Salary		6,701	6,902	7,109	0				
Benefits	25.92%	1,737	1,789	1,843	0				
10. Kurmanji Kurdish Curriculum Developer (Mustafa Durmaz), full-time CeLCAR staff @ $33,000/12 months, .34 FTE on grant (Y1-Y4); (.66 FTE paid with shared support from IAUNRC and CSME). Mustafa Durmaz is a native speaker of Kurmanji Kurdish and will develop complete drafts of introductory and intermediate textbooks, as well as introductory and intermediate online courses in Kurmanji and a Kurdish heritage workbook. ***CPP1 & *CPP2**						11,220	11,557	11,904	12,261
Salary		11,220	11,557	11,904	12,261				
Benefits	38.09%	4,274	4,402	4,534	4,670				
Subtotal, Faculty and Professional Exempt Staff						**88,916**	**91,538**	**80,630**	**75,726**
B. Graduate Assistants									
1. Introductory Kirghiz, Graduate Assistant, 0.50 FTE (Y1 and Y2) CeLCAR 0.40 FTE @ 12,600 w/ IAUNRC shared support of 0.10 FTE, Fee remission commitment by SGIS. Kirghiz textbook development. ***CPP1**						12,600	12,600	0	0
GA stipend		12,600	12,600	0	0				

Benefits	GA	2,800	3,079	0	0				

2. Introductory Balochi, Graduate Assistant, 0.50 FTE (Y3 and Y4) CeLCAR 0.40 FTE @ 12,600 w/ IAUNRC shared support of 0.10 FTE, Fee remission commitment by SGIS. Balochi textbook development. ***CPP1**

						0	0	12,600	12,600
GA stipend		0	0	12,600	12,600				
Benefits	GA	0	0	3,387	3,726				

3. Turkic bridging, Graduate Assistant (G901), 0.50 FTE (Y1 and Y2) CeLCAR 0.40 FTE @ 12,600 w/ CSME shared support of 0.10 FTE. Perform work on the Bridging Textbook, Bridge from Turkish to three Turkic languages: Azerbaijani, Kirghiz and Uyghur. ***CPP1**

						13,173	13,219	0	0
GA stipend		13,173	13,219	0	0				
Benefits	GA	2,927	3,230	0	0				

4. Introductory Azerbaijani, Graduate Assistant (G901), 0.50 FTE (Y3 and Y4) CeLCAR 0.40 FTE @ 12,600 w/ CSME shared support of 0.10 FTE. Perform work on Introductory Azerbaijani textbook development. ***CPP1**

						0	0	13,268	13,318
GA stipend		0	0	13,268	13,318				
Benefits	GA	0	0	3,566	3,940				
Subtotal, Graduate Assistants						**25,773**	**25,819**	**25,868**	**25,918**

C. Part-time Hourly Employees

1. Support for Turkic bridging project (especially Uyghur), graduate student hourly, 10 hrs/wk @ $15/hr, 33 weeks for Y1 only. Enhance development of the Uyghur language which fills the critical gap of languages covered toward the Turkic bridging project. ***CPP1**

						4,950	0	0	0
Salary		4,950	0	0	0				
Benefits	6.61%	327	0	0	0				

						Year 1	Year 2	Year 3	Year 4
2. Support research on CA language acquisition and effects of orthography (with Rex Sprouse and Oner Ozcelik), graduate student hourly. Calculated at $15/hr, 10 hrs/week, 36 weeks in Y1-Y4. ***CPP1**						5,400	5,400	5,400	5,400
	Salary		5,400	5,400	5,400	5,400			
	Benefits	6.61%	357	357	357	357			
3. Support research on the teaching of CA languages (with Yucel Yilmaz and Oner Ozcelik), graduate student hourly. Calculated as $15/hr, 10 hrs/week, 36 weeks in Y1-Y4. ***CPP1**						5,400	5,400	5,400	5,400
	Salary		5,400	5,400	5,400	5,400			
	Benefits	6.61%	357	357	357	357			
4. Editors, target language and English language, student hourly. Calculated at 200 hours at $12.50/hr for Y1, 280 hours at $12.50/hr for Y2-Y4.						2,500	3,500	3,500	3,500
	Salary		2,500	3,500	3,500	3,500			
	Benefits	6.61%	165	231	231	231			
Subtotal, Part-time Hourly Employees						**18,250**	**14,300**	**14,300**	**14,300**
Personnel Subtotal						**132,939**	**131,657**	**120,798**	**115,944**

2. FRINGE BENEFITS	Year 1	Year 2	Year 3	Year 4					
Academic 10 month or 12 month Faculty			fringe:	38.09%		14,253	14,663	11,967	12,326
Category Ltr. with Personnel #s: A1, A3, A10									
Salary Total by Year:	37,419	38,496	31,418	32,360					
Summer 10 month Faculty			fringe:	25.92%		6,996	7,206	6,017	4,299
Category Ltr. with Personnel #s: A4, A5, A6, A7, A8, A9									
Salary Total by Year:	26,990	27,800	23,213	16,587					

Professional Exempt Staff		fringe:	38.09%		9,335	9,615	9,903	10,200
Category Ltr. with Personnel #s: A2								
Salary Total by Year:	24,507	25,242	25,999	26,779				
Hourly Assistance								
Student		fringe:	6.61%		1,206	945	945	945
Category Ltr. with Personnel #s: C1, C2, C3, C4								
Salary Total by Year:	18,250	14,300	14,300	14,300				
Graduate Student Research Assistants Salary		fringe set by IU - see schedule below						
Category Ltr. with Personnel #s: B1, B2, B3, B4								
Salary Total by Year:	25,773	25,819	25,868	25,918				
Overall Salary Total Per Year:	132,939	131,657	120,798	115,944				

Graduate Student Research Assistants (fellow non-hourly) Health Insurance Schedule

	Year 1	Year 2	Year 3	Year 4				
Set Health Insurance Rates by AY	3,500	3,849	4,234	4,658	5,727	6,309	6,953	7,666
# of graduate student research assistants per year	4	4	4	4				
grad student portion per year	5,727	6,309	6,953	7,666				

Fringe benefit rates are set by the Indiana University Board of Trustees each annual fiscal period according to employee classification.

Fringe Benefits Subtotal	**37,517**	**38,738**	**35,785**	**35,436**

3. TRAVEL

A. Foreign Travel

None	0	0	0	0
Subtotal Foreign Travel	**0**	**0**	**0**	**0**

B. Domestic Travel

	Year 1	Year 2	Year 3	Year 4

1. Travel to ACTFL Conference (American Council on the Teaching of Foreign Languages), for professional development, research presentation and display of CeLCAR materials *CPP1   4,725   4,725   4,725   4,725

(Airfare @ $700; ground transportation $100; lodging @ $150/day (3 nights); per diem @ $100/day; 4 days) for two people in each year, Y1-Y4. Additional expenses: $800 booth rental, $625 physical facilities rental.

	Year 1	Year 2	Year 3	Year 4
Transportation	1,600	1,600	1,600	1,600
Lodging	900	900	900	900
Per Diem	800	800	800	800
Booth rental & Furnishings rental	1,425	1,425	1,425	1,425

2. Travel to Community Colleges/Minority Serving Institutions: North Virginia Community College (NOVA), Morgan State University (MSU) in Baltimore MD, Harold Washington College (HWC) in Chicago IL, Nashville State Community College (NSCC) in Nashville TN. *CPP1 & *CPP2   2,300   2,300   2,300   2,300

(Airfare @ $700; ground transportation $100; lodging @ $150/day (1 night only); per diem @ $100/day; 2 days) for two trips per year Y1-Y4)

	Year 1	Year 2	Year 3	Year 4
Transportation	1,600	1,600	1,600	1,600
Lodging	300	300	300	300
Per Diem	400	400	400	400

3. Travel to a conference for research presentation (two trips per year) *CPP1   2,600   2,600   2,600   2,600

(Airfare @ $700; ground transportation $100; lodging @ $150/day (1 night only); per diem @ $100/day for 2 days; plus $150 registration fee) for two trips per year in each year, Years 1-4)

	Year 1	Year 2	Year 3	Year 4
Transportation	1,600	1,600	1,600	1,600

					Year 1	Year 2	Year 3	Year 4
Lodging	300	300	300	300				
Per Diem	400	400	400	400				
Registration Fees	300	300	300	300				
Subtotal, Domestic Travel					**9,625**	**9,625**	**9,625**	**9,625**
Travel Subtotal					**9,625**	**9,625**	**9,625**	**9,625**
4. EQUIPMENT None					0	0	0	0
5. SUPPLIES	Year 1	Year 2	Year 3	Year 4	0	0	0	0
1. Printing and duplicating					200	200	200	200
Printing and duplicating	200	200	200	200				
2. Postage - shipping language materials to outreach clients					50	50	50	50
Postage - shipping	50	50	50	50				
Subtotal, Project Supplies and Services					**250**	**250**	**250**	**250**
6. CONTRACTUAL Not Applicable					--	--	--	--
7. CONSTRUCTION Not Applicable					--	--	--	--
8. OTHER								
A. Evaluation Fees								
	Year 1	Year 2	Year 3	Year 4				
1. Professional service fees and site visit expenses for two external evaluators to evaluate CeLCAR, plus travel, Y1 and Y3 only. The comprehensive evaluation will include formative and summative evaluation of CeLCAR's materials, research output and seminars.					4,300	0	4,300	0
Program Evaluator Fees	2,000	0	2,000	0				
Non-Employee Travel to Bloomington	2,300	0	2,300	0				
2. Fees for external evaluation of CeLCAR's online language teaching courses by 'QualityMatters' reviewers, Y3 and Y4 only.					0	0	3,500	4,500
Program Evaluator Fees	0	0	3,500	4,500				
Subtotal, Evaluation Fees					**4,300**	**0**	**7,800**	**4,500**

B. Professional Services

	Year 1	Year 2	Year 3	Year 4

1. Tajiki Developer, contract employee, none in Year 1, $4,000 in Year 2, $2,000 in Y3 and Y4; no fringe benefits apply. A developer will be hired to develop an introductory online course. ***CPP1**

	Year 1	Year 2	Year 3	Year 4				
					0	4,000	2,000	2,000
Salary	0	4,000	2,000	2,000				
Benefits 0.00%	0	0	0	0				
Subtotal, Professional Services					**0**	**4,000**	**2,000**	**2,000**

C. ConCALL (Conference on Central Asian Languages and Linguistics).

	Year 1	Year 2	Year 3	Year 4

Host the biannual Conference on Central Asian Languages and Linguistics (ConCALL). ConCALL is the only academic conference focusing solely on Central Asian (CA) languages, offering linguists and language educators a dedicated venue to present, publish, and network with other CA language specialists. This is a joint initiative co-sponsored by IAUNRC and CSME. ***CPP1**

	Year 1	Year 2	Year 3	Year 4				
1. Host Conference in Y2 and Y4					0	5,000	0	5,000
ConCALL Conferences	0	5,000	0	5,000				
Subtotal, ConCALL					**0**	**5,000**	**0**	**5,000**

D. Pre-ConCALL Pedagogy Workshop

	Year 1	Year 2	Year 3	Year 4

1. Workshop instructor professional service fees @ $3,500, Y2 and Y4 only. Workshop instructors (may be supplemental pay for IU Faculty) who will train participants on aspects of CA and LCTL pedagogy for Y2 and Y4. This is a joint initiative co-supported by IAUNRC. ***CPP1**

					0	3,500	0	3,500

Workshop Instructor Fees	0	3,500	0	3,500				
2. Workshop materials					0	358	0	358
Workshop Materials	0	358	0	358				
Subtotal, Pre-ConCALL Pedagogy Workshop					**0**	**3,858**	**0**	**3,858**
E. Instructional Materials								
	Year 1	Year 2	Year 3	Year 4				
1. Production cost of DVDs					50	50	50	50
DVD Production Costs	50	50	50	50				
2. Resource center materials (books, films, CDs, etc)					50	50	50	50
Resource center materials	50	50	50	50				
Subtotal, Instructional Materials					**100**	**100**	**100**	**100**
F. Instructional Development Technology								
	Year 1	Year 2	Year 3	Year 4				
1. Video camera stabilizer (DJI Ronin-S)					700	0	0	0
Video stabilizer	700	0	0	0				
2. Digital video camera					0	1,299	0	0
Digital video camera	0	1,299	0	0				
3. Tablet (iPad Pro) for testing mobile apps and online course materials					700	0	0	0
iPad Pro Tablet	700	0	0	0				
4. Portable equipment for podcast studio					2,015	0	0	0
Podcast portable equipment	2,015	0	0	0				
5. Computer software (increased for podcast studio software)					200	200	200	200
Software	200	200	200	200				
Subtotal, Instructional Development Technology					**3,615**	**1,499**	**200**	**200**

	Year 1	Year 2	Year 3	Year 4
G. Outreach Joint Initiative with IU SGIS Area Studies Centers and with Joint LRCs				
1. Language and Cultural Instruction Collaboration with IU SGIS Area Studies Centers for "Bridges: Children, Languages, World"	400	400	400	400
Program teaches LCTLs through early language program in community. K-12 Language Instruction: Collaboration with IU Global Center (Center for the Study of Global Change) for "Bridges: Children, Languages, World." This volunteer program gives early learners exposure to international languages and cultures. ***CPP1**				
Teaching Supplies 400 400 400 400				
2. Development of a common LRC brochure and maintenance of common LRC Portal website. Website provides general information about the work of LRCs and hosts LRC materials.	1,000	1,000	0	0
Joint LRC Outreach 1,000 1,000 0 0				
3. Subaward to CCs and MSIs. Three (3) external instructors to teach CA languages in CCs and MSIs, Years 3 & 4 only; $7,000 for NSCC, $7,000 for MSU, $5,000 for HWC (IAUNRC will provide $2,000 to HWC); no fringe benefits apply. ***CPP1 & *CPP2**	0	0	19,000	19,000
Subaward 0 0 19,000 19,000				
Subtotal, Contributions to Consortium and Collaborators	**1,400**	**1,400**	**19,400**	**19,400**
Subtotal, Other	**9,415**	**15,857**	**29,500**	**35,058**
9. Subtotal Direct Costs	**189,746**	**196,127**	**195,958**	**196,313**
10. Indirect Costs, 8% of Base	**15,180**	**15,690**	**15,677**	**15,705**
Total LRC Costs	**204,926**	**211,817**	**211,635**	**212,018**

BUDGET NARRATIVE

Indiana University – Center for Languages of the Central Asian Region (CeLCAR)
Title VI LRC 2018-2022 Proposed Budget

1. PERSONNEL

Salary Note: Project years following year 1 include an estimated increase of 3% each project year for those whom grant support will pay part of their base salary; increases are not included for those who receive supplemental pay from proposed funds. In cases where it is appropriate for an hourly position, increases have been included.

Language Development and Instruction

A. *Academic Faculty, Summer Faculty, Professional Exempt Staff*

1. *Language Instructional Specialist* – Amber Kent, CeLCAR Academic Support Specialist, Full-time 12-month appointment, .33 FTE of Amber Kent's base salary supported by the grant for Y1-Y4.

2. *Information/Communication Technology (ICT) Specialist* – Sukhrob Karimov, CeLCAR Professional Staff, 12-month appointment, .47 FTE of Sukhrob Karimov's base salary supported by the grant in Y1-Y4.

3. *Dari and Pashto Developer, Advanced Level, Plus Online Dari & Pashto Developer/Instructor, and Heritage Dari & Pashto Developer* – Rahman Arman, CeLCAR Senior Lecturer, 10-month academic appointment, .20 FTE of Rahman Arman's salary from the grant in Y1 and Y2. Rahman Arman is a bilingual speaker of Dari and Pashto and will develop advanced heritage materials for Dari and Pashto, advanced online courses for Dari and Pashto, and curricula for community colleges and minority serving institutions for heritage speakers of Dari and Pashto.

4. *Mongolian Developer, Intermediate Level* – Tserenchunt Legden, Department of Central Eurasian Studies (CEUS) Senior Lecturer on a 10-month academic appointment. The grant will provide 2 summer months salary in Y3 and Y4 towards effort to continue developing Mongolian language materials. Tserenchunt Legden is a native speaker of Mongolian and will develop an intermediate textbook and an intermediate online course.

5. *Tibetan Developer, Intermediate Level* – Gedun Rabsal, Department of Central Eurasian Studies (CEUS) Senior Lecturer on a 10-month academic appointment. The grant will provide 1 month summer salary in Y1 and Y2 for Tibetan language development. Gedun Rabsal is a native speaker of Tibetan and will develop an intermediate textbook and an introductory online Tibetan language course, as well as spearheading the peer-review process of the Introductory Tibetan textbook.

6. *Uyghur Developer, Advanced Level* – Gulnisa Nazarova, Department of Central Eurasian Studies (CEUS) Senior Lecturer on a 10-month academic appointment. The grant will provide 1 summer month in Y1 and Y2 to develop Uyghur materials. Gulnisa Nazarova is a native speaker of Uyghur and will develop advanced language materials.

7. *Bridging Developer* – Sibel Crum, Department of Central Eurasian Studies (CEUS) Senior Lecturer, 10-month academic appointment. The grant will provide 1 month summer salary in Y1 and Y2 towards effort to Bridge from Turkish to Turkic Languages: Azerbaijani (Southwest Turkic), Kyrgyz (Northwest Turkic), and Uyghur (Southeast Turkic) with Öner Özçelik, a bridging graduate assistant, and Azerbaijani, Kyrgyz, and Uyghur developers. Sibel Crum is a native speaker of Turkish.

8. *Researcher on Central Asian Language Acquisition and Effects of Orthography on Language* – Rex Sprouse, Professor of Second Language Studies, 10-month academic appointment. The grant will provide .46 summer month (2 weeks) in Y1-Y4. He will work with CeLCAR's director, Öner Özçelik, and with a graduate student.

9. *Proficiency Testing Project Expert* – Sun-Young Shin, Associate Professor of Second Language Studies, 10-month academic appointment. The grant will provide 1 month summer salary in Y1-Y3. He will work with Öner Özçelik and with a graduate student to develop proficiency examinations for Azerbaijani, Balochi, Kurmanji Kurdish, and Tibetan.

10. *Kurmanji Kurdish Curriculum Developer* – Mustafa Durmaz, Research Associate. This is a joint initiative with Center for the Study of the Middle East (CSME) and Inner Asian and Uralic National Resource Center (IAUNRC). The grant will provide .34 FTE of the annual base salary in Y1-Y4. Mustafa Durmaz is a native speaker of Kurmanji Kurdish and will develop complete drafts of introductory and intermediate textbooks, as well as introductory and intermediate online courses in Kurmanji and a Kurdish heritage workbook.

B. *Graduate Assistants*

1. *Kirghiz Textbook Developer,* Graduate Assistant. Funds are requested to support Kirghiz textbook development. Fee remission provided by SGIS. This will be a joint appointment with IAUNRC in Y1 and Y2 only.

2. *Balochi Textbook Developer,* Graduate Assistant. Funds are requested to support Balochi textbook development. Fee remission provided by SGIS. This will be a joint appointment with IAUNRC in Y3 and Y4 only.

3. *Turkic Bridging Curriculum Developer,* Senior Graduate Assistant (G901 status, no fee remission). Funds are requested to perform work on the Bridging Textbook, Bridge from Turkish to three Turkic languages: Azerbaijani, Kirghiz and Uyghur. This will be a joint appointment with CSME in Y1 and Y2 only.

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4. *Azerbaijani Curriculum Developer,* Senior Graduate Assistant (G901 status, no fee remission). Funds are requested to perform work on Introductory Azerbaijani textbook development. This will be a joint appointment with CSME in Y3 and Y4 only.

C. *Part-time Hourly Employees*

1. *Part-time student hourly,* Graduate Assistant. Funds are requested to enhance development of the Uyghur language which fills the critical gap of languages covered toward the Turkic bridging project. Calculated at $15/hr, 10 hrs/week, 33 weeks, in Y1 only.

2. *Part-time student hourly,* Graduate Assistant. Funds are requested to support research on Central Asian language acquisition and effects on orthography (with Rex Sprouse and Öner Özçelik). Calculated at $15/hr, 10 hrs/week, 36 weeks Y1-Y4.

3. *Part-time student hourly,* Graduate Assistant. Funds are requested to support research on the teaching of Central Asian language (with Yucel Yilmaz and Öner Özçelik). Calculated as $15/hr, 10 hrs/week, 36 weeks in Y1-Y4.

4. *Part-time student hourly editors,* Graduate Assistant. Funds are requested to support graduate students with skills in the target language and in English to work as language editors. Calculated at 200 hours at $12.50/hr for Y1, 280 hours at $12.50/hr for Y2-Y4.

2. FRINGE BENEFITS

Fringe benefit rates are set by the Indiana University Board of Trustees each annual fiscal period according to employee classification. Academic 10 or 12 month Faculty – 38.09%; Summer Pay – 25.92%; Supplemental Pay – 6.61%; Professional Exempt Staff – 38.09%; Adjunct Faculty or Lecturer – 6.61%; Non-Student Hourly > 900 hours – 19.29%; Student Hourly – 6.61%. Graduate student health insurance is set by the College of Arts and Sciences at the following academic year rates: $3,500 Y1, $3,849 Y2, $4,234 Y3, and $4,658 Y4. Each graduate student insurance is calculated from the set rate to the percentage supported per year.

3. TRAVEL

A. *Foreign*   NONE

B. *Domestic*

1. Travel for CeLCAR staff to attend ACTFL Conference (American Council on the Teaching of Foreign Languages), for professional development, research presentation, and display of CeLCAR materials. Includes travel for two people and display booth charges in Y1-Y4. (Airfare @ $700; ground transportation $100; lodging @ $150/day (3 nights); per diem @ $100/day; 4 days) for two people in each year, Y1-Y4. Additional expenses: $800 booth rental, $625 physical facilities rental.

2. Travel for CeLCAR staff to community colleges or minority serving institutions North Virginia Community College (NOVA), Harold Washington College (HWC), Morgan State University (MSU), and Nashville State Community College (NSCC). Includes travel for two trips Y1-Y4. (Airfare @ $700; ground transportation $100; lodging @ $150/day (1 night only); per diem @ $100/day; 2 days) for two trips per year Y1-Y4)

3. Travel for CeLCAR staff to attend an academic conference to disseminate the results of research on Central Asian language acquisition and teaching projects, two trips per year in Y1-Y4. (Airfare @ $700; ground transportation $100; lodging @ $150/day (1 night only); per diem @ $100/day for 2 days; plus $150 registration fee) for two trips per year in each year, Years 1-4)

4. EQUIPMENT NONE

5. SUPPLIES

1. *Printing and duplicating* – Support is requested in each year for printing and duplicating needs at $200, Y1-Y4.

2. *Postage/shipping* – Support is requested in each year for postage fees associated with shipping language materials to outreach clients at $50, Y1-Y4.

6. CONTRACTUAL   NOT APPLICABLE

7. CONSTRUCTION   NOT APPLICABLE

8. OTHER

A. *Evaluation Fees*

1. Funds are requested to support professional service fees and site visit expenses for two external evaluators to evaluate CeLCAR Y1 and Y3 at $4,300/year. The comprehensive evaluation will include formative and summative evaluation of CeLCAR's materials, research output and seminars.

2. Funds are requested to support an external evaluation of CeLCAR's online language teaching courses by 'Quality Matters' reviewers, Y3 ($3,500) and Y4 ($4,500). All courses will be evaluated by QM reviewers once completed.

B. *Professional Services*

1. *Tajiki Developer.* Funds are requested to support the development of an introductory online Tajiki course in Y2-Y4. In Y2, support is requested at $4,000 and in Y3-Y4 at $2,000.

C. *Conference on Central Asian Languages and Linguistics (ConCALL)*

1. Funds are requested in Y2 and Y4 at $5,000/year to host the biannual Conference on Central Asian Languages and Linguistics (ConCALL). ConCALL is the only academic conference focusing solely on Central Asian (CA) languages, offering linguists and language educators a dedicated venue to present, publish, and network with other CA language specialists. This is a joint initiative co-sponsored by IAUNRC and CSME.

D. *Pre-ConCALL Pedagogy Workshop*

1. Funds are requested for professional service fees for Workshop instructors (may be supplemental pay for IU Faculty) who will train participants on aspects of CA and LCTL pedagogy for Y2 and Y4 at $3,500/year. This is co-supported by IAUNRC.

2. Workshop materials for Y2 and Y4 are requested to provide instructional information to participants at $358.

E. *Instructional Materials*

1. *Production Cost of DVDs* -. Funds are requested to support the production of language teaching materials on DVD, $50/Y1-Y4.

2. *Resource Center Materials* – Funds are requested to support the purchase of reference books, films, CDs, computer-based courses, and other material being developed elsewhere, $50/Y1-Y4.

F. *Instructional/Materials Development Technology*
The requested resources are specific to the project aims and not for projects outside of the scope of the grant.

1. *Stabilizer for video camera* – We are requesting funds to support the purchase of a stabilizer to be procured in Y1 to ensure professional quality recordings with use of updated digital video camera at $700.

2. *Digital video camera* – The technology of our digital camera has been superseded. We are requesting funding to support the purchase of updated technology in Y2 at $1,299. This will allow us to enhance our professional footage for language multimedia, for workshops and conferences, such as ConCALL, and for promotional materials.

3. *Tablet (iPad Pro)* – Funds are requested at $700 to support the purchase of an IPad Pro Tablet in project Y1. This will provide the capability to test mobile applications and online course materials.

4. *Portable podcast studio equipment* – Funds are requested to support the purchase of portable podcast equipment in project Y1 at $2,015. This technology will provide the capability of creating CeLCAR podcasts on-the-go, available wherever or whenever

needed. For example, portable equipment will allow us to create podcasts from events such as ConCALL.

5. *Computer software* – Funds are requested to support software purchases for material creation, $200 for Y1-Y4.

G. Outreach Joint Initiative with IU SGIS Area Studies Centers and with Joint LRCs

1. K-12 Language Instruction: Collaboration with IU Global Center (Center for the Study of Global Change) for "Bridges: Children, Languages, World." This volunteer program gives early learners exposure to international languages and cultures. Each year support will pay for teaching supplies at $400 for the graduate student to offer language enrichment at local community centers (Monroe County Library, Boys and Girls Clubs, etc.).

2. Development of a common LRC brochure and maintenance of common LRC Portal Website, which provides general information about the work of LRCs and hosts some LRC materials requires needed support at $1,000, Y1 and Y2 only.

H. MSI and CC Collaborations

1. Subaward to CCs and MSIs for three (3) external instructors for teaching CA languages in CCs and MSIs, Y3 and Y4. $7,000 for NSCC, $7,000 for MSU, and $5,000 for HWC.

INDIRECT COSTS

The indirect cost rate applied is restricted at 8% in compliance with 34 CFR 76.5634(c)(2). Indirect cost is calculated on the modified total direct cost, which excludes equipment over $5,000, library acquisitions, and subaward amounts in excess of the first $25,000.

NON-FEDERAL FUNDS

LRC program guidelines indicate that cost sharing is not required. Therefore, in accordance with IU policies and procedures, we are not providing voluntary committed cost share. Please refer to the institutional commitment demonstrated in the project narrative for Indiana University's commitment to this project.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1356001673A1

ORGANIZATION:
Indiana University
Bryan Hall 212
Bloomington, IN 47405-1201

DATE:06/15/2015

FILING REF.: The preceding
agreement was dated
06/20/2011

The rates approved in this agreement are for use on grants, contracts and other
agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED   FINAL   PROV. (PROVISIONAL)   PRED. (PREDETERMINED)

EFFECTIVE PERIOD

TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
PRED.	07/01/2011	06/30/2012	55.00	On Campus	Organized Research
PRED.	07/01/2012	06/30/2015	56.00	On Campus	Organized Research
PRED.	07/01/2011	06/30/2015	47.50	On Campus	Instruction
PRED.	07/01/2011	06/30/2015	32.00	On Campus	Other Sponsored Activities
PRED.	07/01/2011	06/30/2015	26.00	Off Campus	All Programs
PRED.	07/01/2015	06/30/2017	56.00	On Campus	Organized Research
PRED.	07/01/2017	06/30/2019	57.50	On Campus	Organized Research
PRED.	07/01/2015	06/30/2019	47.50	On Campus	Instruction
PRED.	07/01/2015	06/30/2019	32.00	On Campus	Other Sponsored Activities
PRED.	07/01/2015	06/30/2019	26.00	Off Campus	All Programs

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

TYPE	FROM	TO	RATE(%) LOCATION	APPLICABLE TO
PROV.	07/01/2019	06/30/2021		Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first $25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of $25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

Equipment Definition: Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.

FRINGE BENEFITS:

FICA	Retirement
Life Insurance	Tuition Remission
TIAA/CREF	Worker's Compensation
Health Insurance	Unemployment Insurance
Long Term Disability	Fringe Benefit Administration
Employee Fee Courtesy	
(Faculty & Staff Fee Discount)	

The next proposal based on actual costs for the fiscal year ending 06/30/2018 is due in our office by 12/31/2018.

Page 3 of 4

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted: such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Indiana University

(INSTITUTION)

_____
(SIGNATURE)

Mary Frances McCourt
(NAME)

SVP & CFO
(TITLE)

6.24.15
(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -S
Digitally signed by Arif M. Karim -S
DN: c=US, o=U.S. Government, ou=HHS, ou=PSC, ou=People, cn=Arif M. Karim -S, 0.9.2342.19200300.100.1.1=2000212835
Date: 2015.06.19 16:31:41 -05'00'
(SIGNATURE)

Arif Karim
(NAME)

Director, Cost Allocation Services
(TITLE)

6/15/2015
(DATE) 5044

HHS REPRESENTATIVE: Ernest Kinneer

Telephone: (214) 767-3261

COMPONENTS OF PUBLISHED FACILITIES AND ADMINISTRATIVE RATES

INSTITUTION: **Indiana University - 5044**

PERIOD COVERED BY RATE **JULY 1, 2015 through JUNE 30, 2019**

APPLICABLE TO: **ORGANIZED RESEARCH**

RATE COMPONENT:	FY 16-17 ON CAMPUS	FY 18-19 ON CAMPUS	OFF CAMPUS
Building Depreciation	5.1	5.4	
Equipment Depreciation	3.7	3.9	
Interest	2.0	2.1	
Operation & Maintenance	17.5	18.3	
Library	1.7	1.8	
Administration	26.0	26.0	26.0
TOTAL	56.0	57.5	26.0

* Reflects provisions of Appendix III to Part 200 of Uniform Guidance—Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), C.8. dated December 26, 2013.

CONCURRENCE:

Indiana University - 5044
(Institution)

(Signature)

Mary Frances McCart
(Name)

SVP, CFO & Treasurer
(Title)

6.23.15
(Date)